FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Cahoon Elementary Magnet School of Animal Science	District Name: Hillsborough
Principal: Joanne Griffiths	Superintendent: Mary Ellen Elia
SAC Chair: Jill Henofer	Date of School Board Approval:

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	Joanne Griffiths	M.Ed Ed. Leadership Certification	4	9	11/12 A 10/11 A 100% AYP 09/10 A 95% AYP 08/09 A 90% AYP
Assistant Principal	Shelby-Roxanne Young	Ed.S. M.Ed. Ed. Leadership Certification	2	5	11/12 A

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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	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)
Reading	Jennifer Miller	Elementary Education	13	9	11/12 A 10/11 A 100% AYP 09/10 A 95% AYP 08/09 A 90% AYP
Math	Jane Wells	Elementary Education Early Childhood Education ESOL Endorsement Gifted Endorsement	8	8	11/12 A 10/11 A 100% AYP 09/10 A 95% AYP 08/09 A 90% AYP
Writing	Kahne Haynes	Elementary Education Primary Education ESOL Endorsement	7	9	11/12 A 10/11 A 100% AYP 09/10 A 95% AYP 08/09 A 90% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Recruitment Fairs	District staff	June	
3. District Mentor Program	District Mentors	ongoing	

4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. 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-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers • 3 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

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)).

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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
37	8% (3)	54% (20)	27% (10)	8% (4)	27% (10)	97% (36)	0% (0)	(1)	(24)

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
Michelle Perez-Reinaldo	Jessica Ellis Brittany Campion Amanda Carranza Zintha Ramos Wilfredo Quintana Matthew Brady	Ms. Perez-Reinaldo is a Mentor with 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.

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, Saturday academies, and summer programs, quality teachers through professional development, content resource teachers, and mentors.

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Title I, Part C- Migrant
Title I, Part D
Title II
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 identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Joanne Griffiths, Principal
Shelby-Roxanne Young, Assistant Principal
Estelle Patrick, School Psychologist/Behavior Team Representative
John Hinze, Guidance Counselor/Attendance Committee Representative
Tracee Phillips, Social Worker/Attendance Committee Representative
Jennifer Miller, Reading Coach
Kahne Haynes, Language Arts Resource Teacher
Jane Wells, Math/Science Resource Teacher
Jessica Hildenbrand, Lead Teacher
Julie Huitt, Gifted Resource
Shelly Fields, VE Teacher /Behavior Specialist
Wendy Carey, VE Teacher
Lisa Shawler, Kindergarten
Kathryn Edler, 2nd Grade
June Scanlon, 3rd Grade
Jill Henofer, 4th Grade
Jeslyn Daniels, 5th Grade
Derick Sheffler, AGP Vertical Team

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the core Leadership Team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make data-based educational decisions to guide instruction. The RtI team functions to address the progress of low performing students help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.

Our Leadership Team will be called the Problem Solving Leadership Team and will serve as the main leadership team of the school. The Problem Solving Team will meet twice a month and will utilize the MTSS problem solving model to:
Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
Determine scheduling needs, curriculum and intervention resources
Review/interpret student data (Academic and Behavior)
Organize and support systematic data collection.

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Strengthen the Tier 1 (core curriculum) instruction through the:
Implementation of PLCs
Use of school-based CIM Calendars, Mini Lessons and Mini Assessments
Common Assessments given every 6-9 weeks.
Implementation of research-based, scientifically validated instruction/interventions.

This year our MTSS/RtI team will focus on Differentiated Instructional practices planning, implementing and overseeing the supplemental and intensive interventions for student progression in Tier 2 and Tier 3. The team will monitor interventions and data assessment in Tier 2 and Tier 3 and work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring strategies. In coordination and collaboration with other working committees such as the Reading Leadership Team, the MTSS/RtI Team will assist in the implementation and monitoring of the Differentiated Accountability Model and Identify professional development needs and resources.

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 School Advisory Council (SAC) Chair is a member of the Problem Solving Team. The Problem Solving Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for 10-11 school year and during preplanning for 12-13.

The School Improvement Plan is the document that guides the work of the Problem Solving Team. The work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.
Since one of the main tasks of the Problem Solving Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the grade level PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
   o review and analyze screening and collateral data
   o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
   o develop and target interventions based on confirmed hypotheses
   o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
   o develop progress monitoring goals 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 interventions and/or enrichments)
      review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

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.

Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Resource Teachers
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

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*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:
- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Other Curriculum Based Measurement** *(see below)*	School Generated Database in Excel	PSLT/PLCs

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

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:
- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The PSLT will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other CBM data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from PSLT consultants) will determine how often students will be assessed using CBM during the course of Tier 2 and Tier 3 interventions, but in general CBM progress monitoring will occur at least once per month for instruction at Tier 2 and weekly to bi-monthly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2009-2010 school year. PSLT members who attended the district level RtI trainings served as

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consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation.
Describe plan to support MTSS. ***Editor Note: This is a new question from the state.***

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Joanne Griffiths, Principal Shelby-Roxanne Young, Assistant Principal Jennifer Miller, Reading Coach Kahne Haynes, Language Arts Resource Teacher Anna Spry, Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP. The principal is the LLT chairperson. The reading coach is a 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. The principal also ensures 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?

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- Implementation and evaluation of the SIP reading 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)
- Implement K-12 Reading Plan

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.

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first *two* measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. *Parents are provided with a letter from the Commissioner of Education, explaining the assessments.* Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms *and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-*

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

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading 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:			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
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. 1. Lack of Common Planning Time 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building.	1.1. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using **The Reader's Workshop Model,** the **Core Continuous Improvement Model (C-CIM),** and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. **Tier 2 -** Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups. 3. School-wide Intervention Groups from 1:45 - 2:15, Monday – Wednesday - All Teachers work with students in Small Reading	1.1. Who -Principal -Reading Coach -Language Arts Resource Teacher - Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 3. Evidence of Reader's Workshop in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine	1.1. 1.1 CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLC's will review FAIR assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** FAIR PRS Scores (Students have a 50% probability or higher of scoring at or above the 40%ile on SAT-10) Kindergarten: % Grade 1: % Grade 2: %	1.1. 3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests
Reading Goal #1: In grades 3-5 the percentage of Standard Curriculum students scoring at a Level 3 or higher on the 2012 FCAT Reading will increase from 68% to 72%	2012 Current Level of Performance:* 68%	2013 Expected Level of Performance:* 72%					

				Intervention Groups and Enrichment Groups. 4. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 5.Teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 6. Teachers administer Common Assessments for ongoing progress monitoring. 7.Based on the data, teachers discuss strategies that were effective. 8. Based on the data, teachers decide what skills need to be re-taught in a whole-group lesson and decide what skills need to re-taught to targeted students. 9. Targeted students receive remediation in a variety of ways including the use of technology. 10. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate below-level students	weeks. 6. During monthly data chats, teachers create data walls to monitor specific Reading skills. Teachers use this data to flexibly group students for remediation and enrichment. First Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of Reader's Workshop and CIM in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers updated data walls to reflect student progress. Teachers used this to flexibly regroup students for remediation and enrichment.	FAIR Reading Comprehension (Students scoring in the 40%ile and above on Reading Comprehension) Grade 3: % Grade 4: % Grade 5: % Second Nine Week Check Students showing proficiency on the District Reading Test-From 1: Grade 3 –% Grade 4 –% Grade 5 –% Second Nine Week Check **Operational** FAIR PRS Scores (Students have a 50% probability or higher of scoring at or above the 40%ile on SAT-10) Kindergarten: Grade 1: Grade 2: FAIR Readiong Comprehension (Students scoring in the 40%ile and above on Reading Comprehension) Grade 3: Grade 4: Grade 5: Third Nine Week Check	

					Second Nine Week Check **HIghly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers accessed a variety of data (FAIR, previous year's standardized test scores, and common assessments within their classrroms) to update data walls and reform intervention groups. Third Nine Week Check		
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**

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2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1.	2.1.	2.1.	2.1.
Reading Goal #2: In grades 3-5 the percentage of Standard Curriculum students scoring at a Level 4 or higher on the 2012 FCAT Reading will increase from 37% to 40%.	2012 Current Level of Performance:* 37%	2013 Expected Level of Performance:* 40%	1. Lack of Common Planning Time 2. Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building.	**Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using **The Reader's Workshop Model,** the **Core Continuous Improvement Model (C-CIM),** and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. **Tier 2 -** Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups. 3. School-wide Intervention Groups from 1:45 - 2:15, Monday – Wednesday - All Teachers work with students in Small Reading Intervention Groups and Enrichment Groups. 4. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 5. Teachers instruct students using the core curriculum,	Who -Principal -Reading Coach -Language Arts Resource Teacher - Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 3. Evidence of Reader's Workshop in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. During monthly data chats, teachers create data walls to monitor specific Reading skills. Teachers use this data to flexibly group students for remediation and enrichment. First Nine Week Check **Highly Functional**	CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLC's will review FAIR assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** FAIR PRS Scores (Students have a 50% probability or higher of scoring at or above the 40%ile on SAT-10) Kindergarten: % Grade 1: % Grade 2: % FAIR Readiong Comprehension (Students scoring in the 40%ile and above on Reading Comprehension) Grade 3: % Grade 4: % Grade 5: % Students showing proficiency on the District Reading Test-Form A: Grade 3:	3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests

| | | | | | incorporating DI strategies from their PLC discussions.
6. Teachers administer Common Assessments for ongoing progress monitoring.
7.Based on the data, teachers discuss strategies that were effective.
8. Based on the data, teachers decide what skills need to be re-taught in a whole-group lesson and decide what skills need to re-taught to targeted students.
9. Targeted students receive remediation in a variety of ways including the use of technology. | 1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online.
3. Evidence of Reader's Workshop and CIM in teachers' lesson plans seen during administration walk-throughs.
4. Resource teachers meet with teachers during monthly grade level data chats to monitor student progress and identify interventions.
5. Monitoring data was reviewed at report card meetings.
6. Teachers updated data walls to reflect student progress. Teachers used this to flexibly regroup students for remediation and enrichment.

Second Nine Week Check
HIghly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal | Grade 4:
Grade 5:

Second Nine Week Check
Operational
FAIR PRS Scores
(Students have a 50% probability or higher of scoring at or above the 40%ile on SAT-10)
Kindergarten:
Grade 1:
Grade 2:

FAIR Readiong Comprehension
(Students scoring in the 40%ile and above on Reading Comprehension)
Grade 3:
Grade 4:
Grade 5:

Third Nine Week Check | |

				Observation Pop-In Form (EET tool) report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers accessed a variety of data (FAIR, previous year's standardized test scores, and common assessments within their classrroms) to update data walls and reform intervention groups. Third Nine Week Check		
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**
3. FCAT 2.0: Points for students making Learning Gains in reading. Reading Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2012 FCAT Reading will increase from 78% to 80%.	2012 Current Level of Performance:* **78%**	2013 Expected Level of Performance:* **80%**	3.1. 1. Lack of Common Planning Time 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and	3.1. Strategy**1.1** **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using **The Reader's Workshop Model,** the **Core Continuous Improvement Model (C-CIM),** and providing **Differentiated Instruction (DI)** as a result of the problem-solving model.	3.1. Who -Principal -Reading Coach -Language Arts Resource Teacher - Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing	3.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLC's will review FAIR assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem	3.1. 3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests

	Reading strategy/skill building.	**Tier 2 -** Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups. 3. School-wide Intervention Groups from 1:45 - 2:15, Monday – Wednesday - All Teachers work with students in Small Reading Intervention Groups and Enrichment Groups. 4. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 5.Teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 6. Teachers administer Common Assessments for ongoing progress monitoring. 7.Based on the data, teachers discuss strategies that were effective. 8. Based on the data, teachers decide what skills need to be re-taught in a whole-group lesson and decide what skills need to re-taught to targeted	Reader's Workshop. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 3. Evidence of Reader's Workshop in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. During monthly data chats, teachers create data walls to monitor specific Reading skills. Teachers use this data to flexibly group students for remediation and enrichment. First Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of Reader's Workshop and CIM in teachers' lesson plans	Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** FAIR PRS Scores (Students have a 50% probability or higher of scoring at or above the 40%ile on SAT-10) Kindergarten: % Grade 1: % Grade 2: % FAIR Readiong Comprehension (Students scoring in the 40%ile and above on Reading Comprehension) Grade 3: % Grade 4: % Grade 5: % Students showing proficiency on the District Reading Test-From 1: *Grade 3 –%* *Grade 4 –%* *Grade 5 –%* Second Nine Week Check **Operational** FAIR PRS Scores (Students have a 50% probability or higher of scoring at or above the 40%ile on SAT-10) Kindergarten: Grade 1: Grade 2: FAIR Readiong	

					students. 9. Targeted students receive remediation in a variety of ways including the use of technology. 10. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate below-level students.	seen during administration walk-throughs. 4. Resource teachers meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers updated data walls to reflect student progress. Teachers used this to flexibly regroup students for remediation and enrichment. Second Nine Week Check **HIghly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card	Comprehension (Students scoring in the 40%ile and above on Reading Comprehension) Grade 3: Grade 4: Grade 5: Third Nine Week Check	

				meetings. 6. Teachers accessed a variety of data (FAIR, previous year's standardized test scores, and common assessments within their classrroms) to update data walls and reform intervention groups. Third Nine Week Check		
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**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading. Reading Goal #4: In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Reading will increase from 84% to 88%.	2012 Current Level of Performance:* **84%**	2013 Expected Level of Performance:* **88%**	4.1. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	4.1. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using **The Reader's Workshop Model,** the **Core Continuous Improvement Model (C-CIM),** and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups. 3. School-wide Intervention	4.1. Who -Principal -Reading Coach -Language Arts Resource Teacher - Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 3. Evidence of Reader's Workshop in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during monthly grade level data chats to monitor student	4.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLC's will review FAIR assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** FAIR scores (High Risk Students) Kindergarten: Grade 1: Grade 2:	4.1. 3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests

				Groups from 1:45 - 2:15, Monday – Wednesday - All Teachers work with students in Small Reading Intervention Groups and Enrichment Groups. 4. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 5.Teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 6. Teachers administer Common Assessments for ongoing progress monitoring. 7.Based on the data, teachers discuss strategies that were effective. 8. Based on the data, teachers decide what skills need to be re-taught in a whole-group lesson and decide what skills need to re-taught to targeted students. 9. Targeted students receive remediation in a variety of ways including the use of technology. 10. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate below-level students. 11. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their	progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. During monthly data chats, teachers create data walls to monitor specific Reading skills. Teachers use this data to flexibly group students for remediation and enrichment. <u>First Nine Week Check</u> **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of Reader's Workshop and CIM in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers updated data walls to reflect student progress. Teachers used	Grade 3: Grade 4: Grade 5: <u>Second Nine Week Check</u> **Operational** FAIR scores: (High Risk Students) Kindergarten: Grade 1: Grade 2: % Grade 3: % Grade 4: Grade 5: <u>Third Nine Week Check</u>	

				students that need reinforcement and/or remediation. 12. Based on the data, PLCs develop a CIM/calendar for teaching the essential skills and/or standards covered in the core curriculum.	this to flexibly regroup students for remediation and enrichment. <u>Second Nine Week Check</u> **HIghly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers accessed a variety of data (FAIR, previous year's standardized test scores, and common assessments within their classrroms) to update data walls and reform intervention groups. <u>Third Nine Week Check</u>		

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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			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Reading Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5.A. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	5.A. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using **The Reader's Workshop Model,** the **Core Continuous Improvement Model (C-CIM),** and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups. 3. School-wide Intervention Groups from 1:45 - 2:15, Monday – Wednesday - All Teachers work with students in Small Reading	5.A. Who -Principal -Reading Coach -Language Arts Resource Teacher - Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 3. Evidence of Reader's Workshop in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine	5.A. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLC's will review FAIR assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** FAIR scores (High Risk Students) Kindergarten: Grade 1: Grade 2: Grade 3: Grade 4: Grade 5:	5.A. 3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests	
Reading Goal #5A: In grades 3-5, the percentage of subgroup students by ethnicity will make the following gains in 2013.	2012 Current Level of Performance:* White: 81% Black: 55% Hispanic:72% Asian: American Indian:	2013 Expected Level of Performance:* White: 85% Black: 59% Hispanic:76% Asian: American Indian:						

				Intervention Groups and Enrichment Groups. 4. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 5.Teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 6. Teachers administer Common Assessments for ongoing progress monitoring. 7.Based on the data, teachers discuss strategies that were effective. 8. Based on the data, teachers decide what skills need to be re-taught in a whole-group lesson and decide what skills need to re-taught to targeted students. 9. Targeted students receive remediation in a variety of ways including the use of technology. 10. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate below-level students. 11. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 12. Based on the data, PLCs	weeks. 6. During monthly data chats, teachers create data walls to monitor specific Reading skills. Teachers use this data to flexibly group students for remediation and enrichment. First Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of Reader's Workshop and CIM in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers updated data walls to reflect student progress. Teachers used this to flexibly regroup students for remediation and enrichment.	Second Nine Week Check **Operational** FAIR scores: (High Risk Students) Kindergarten: Grade 1: Grade 2: % Grade 3: % Grade 4: Grade 5: Third Nine Week Check	

				develop a CIM/calendar for teaching the essential skills and/or standards covered in the core curriculum.	Second Nine Week Check **HIghly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers accessed a variety of data (FAIR, previous year's standardized test scores, and common assessments within their classrroms) to update data walls and reform intervention groups. Third Nine Week Check		
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**
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5.B. 1. Lack of Common		5.B. **Tier 1** - The purpose of this	5.B. Who	5.B. CIM assessment data will be	5.B. 3x per year

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In grades 3-5, the percentage of economically disadvangated students making learning gains on the 2012 FCAT Reading will increase from 46% to 50%.	**46%**	**50%**	Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using **The Reader's Workshop Model,** the **Core Continuous Improvement Model (C-CIM),** and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups. 3. School-wide Intervention Groups from 1:45 - 2:15, Monday – Wednesday - All Teachers work with students in Small Reading Intervention Groups and Enrichment Groups. 4. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 5.Teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 6. Teachers administer	-Principal -Reading Coach -Language Arts Resource Teacher - Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 3. Evidence of Reader's Workshop in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. During monthly data chats, teachers create data walls to monitor specific Reading skills. Teachers use this data to flexibly group students for remediation and enrichment. First Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly.	recorded in a course-specific PLC data base (excel spread sheet). PLC's will review FAIR assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** FAIR scores (High Risk Students) Kindergarten: Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: Second Nine Week Check **Operational** FAIR scores: (High Risk Students) Kindergarten: Grade 1: Grade 2: % Grade 3: % Grade 4: Grade 5: Third Nine Week Check	- FAIR On-going Progress Monitoring in comprehension During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests

				Common Assessments for ongoing progress monitoring. 7.Based on the data, teachers discuss strategies that were effective. 8. Based on the data, teachers decide what skills need to be re-taught in a whole-group lesson and decide what skills need to re-taught to targeted students. 9. Targeted students receive remediation in a variety of ways including the use of technology. 10. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate below-level students. <u>11</u>. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 12. Based on the data, PLCs develop a CIM/calendar for teaching the essential skills and/or standards covered in the core curriculum.	Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online. 3. Evidence of Reader's Workshop and CIM in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers updated data walls to reflect student progress. Teachers used this to flexibly regroup students for remediation and enrichment. <u>Second Nine Week Check</u> **HIghly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Pop-Ins occur continuously. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) report online.	

					3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers accessed a variety of data (FAIR, previous year's standardized test scores, and common assessments within their classrroms) to update data walls and reform intervention groups. Third Nine Week Check		
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**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: No students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** 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**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations	5D.1. SWDs reading comprehension will improve by **connecting individual needs to instruction as outlined in the IEP**. Actions Steps 1. General ed. and SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. As a Professional Development activity in their PLCs, teachers discuss implementation of IEP strategies and modifications. 5. PLC teachers instruct students implementing IEP strategies and	5D.1. Who Principal, PSLT How -IEP Progress Reports reviewed by administration. -PSLT will identify and/or create a fidelity monitoring tool designed to check implementation of this specific strategy. Monitoring data will be reviewed every nine weeks. First Nine Week Check **Operational** IEP Progress Reports reviewed by administration. -PSLT created a fidelity monitoring tool designed to check implementation of IEP's and intervention plans. Monitoring data is reviewed during PSLT meetings and report card meeting. Second Nine Week Check **Operational** IEP Progress Reports reviewed by administration. --PSLT created a fidelity monitoring tool designed	5D.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLC's will review FAIR assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** FAIR scores (High Risk Students) *Kindergarten: 2%* Grade 1: Grade 2: Grade 3: Grade 4: Grade 5: Second Nine Week Check **Operational** FAIR scores: (High Risk Students) Kindergarten:	5D.1. 3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests

Reading Goal #5D: In grades 3-5, the percentage of students with disabilities making learning gains on the 2012 FCAT Reading will increase from 28% to 31%.	2012 Current Level of Performance:* **28%**	2013 Expected Level of Performance:* **31%**

| | | | | accommodations.
6. At the end of the unit, teachers give a common assessment identified from the core curriculum material.
7. Teachers bring SWD assessment data back to the PLCs.
8. Based on the data, teachers discuss techniques that were effective for SWD students.
9. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques.
10. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment) in a variety of ways including the use of technology.
11. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate and extend below-level students. | to check implementation of IEP's and intervention plans. Monitoring data is reviewed during PSLT meetings and report card meeting.

Third Nine Week Check | Grade 1:
Grade 2:
Grade 3:
Grade 4:
Grade 5:

Third Nine Week Check | |

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.						
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
Response to Intervention	PreK - 5	Problem Solving Leadership Team (PSLT), Homeroom Teachers, ESE Teachers	- All Teachers - school-wide -PLC's	Summer 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal

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Reading Assessment	PreK - 5	PSLT, Homeroom Teachers, ESE Teachers	- All Teachers - school-wide -PLC's	Summer 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Reading Comprehension Strategies, Word Work, & various Reading Initiatives	PreK - 5	PSLT, Homeroom Teachers, ESE Teachers	- All Teachers - school-wide -PLC's	Summer 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal

End of Reading Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 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:			**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**
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Math strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	1.1. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4.PLC teachers instruct	1.1. Who Principal Math Resource Tchr Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Math skills. Teachers use this to	1.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** Grade 3, 4, and 5 District Form Tests Form A: *Grade 3: %* *Grade 4: %* *Grade 5: %* Second Nine Week Check **Highly Functional** Students showed increases on the Grade 3, 4, and 5 District Form Tests from Form A to Form B.	1.1. -3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Chapter Tests Benchmark mini assessments
Mathematics Goal #1: In grades 3-5 the percentage of Standard Curriculum students scoring at a Level 3 or higher on the 2012 FCAT Math will increase from 58% to 65%	2012 Current Level of Performance:* **58%**	2013 Expected Level of Performance:* **65%**					

| | | | | | students using the core curriculum, incorporating DI strategies from their PLC discussions.
5. Teachers administer Common Assessments in order to review data and provide school-wide assistance.
6.Based on the data, teachers discuss strategies that were effective.
7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.
8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment) in a variety of ways including the use of technology.
9. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate and extend below-level students. | flexibly group students for remediation and enrichment.

<u>First Nine Week Check</u>
Highly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online.
3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.
4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions.
5. Monitoring data was reviewed at report card meetings.
6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment.
<u>Second Nine Week Check</u>
Highly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing this | *Grade 3: %*
Grade 4: %
Grade 5: %

<u>Third Nine Week Check</u> | |

					strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Third Nine Week Check		
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**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics. Mathematics Goal #2: In grades 3-5 the percentage of Standard Curriculum students scoring at a Level 4 or higher on the 2012 FCAT Math will increase from 32% to 35%.	2012 Current Level of Performance:* **32%**	2013 Expected Level of Performance:* **35%**	2.1. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work	2.1. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model.	2.1. Who Principal Math Resource Tchr Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators	2.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with	2.1. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Chapter Tests Benchmark mini assessments

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			with intervention Groups 5. Need additional Professional Development in core curriculum and Math strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 5. Teachers administer Common Assessments in order to review data and provide school-wide assistance. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to	will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. <u>First Nine Week Check</u> **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with	the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> **Operational** Grade 3, 4, and 5 District Form Tests Form A: *Grade 3: %* *Grade 4: %* *Grade 5: %* <u>Second Nine Week Check</u> **Highly Functional** Students showed increases on the Grade 3, 4, and 5 District Form Tests from Form A to Form B. *Grade 3: %* *Grade 4: %* *Grade 5: %* <u>Third Nine Week Check</u>	

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Revised July, 2012

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| | | | | targeted students (remediation and enrichment) in a variety of ways including the use of technology. | teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment.

Second Nine Week Check
Highly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online.
3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.
4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions.
5. Monitoring data was reviewed at report card meetings.
6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to | | |

				flexibly group students for remediation and enrichment. Third Nine Week Check		
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**
3. FCAT 2.0: **Points for students making learning gains in mathematics.** Mathematics Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2012 FCAT Math will increase from 66% to 70%.	2012 Current Level of Performance:* **66%**	2013 Expected Level of Performance:* **70%**	3.1. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Math strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	3.1. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4.PLC teachers instruct students using the core	3.1. Who Principal Math Resource Tchr Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Reading skills. Teachers use this to flexibly group students for	3.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** Grade 3, 4, and 5 District Form Tests Form A: *Grade 3: %* *Grade 4: %* *Grade 5: %* Second Nine Week Check **Highly Functional** Students showed increases on the Grade 3, 4, and 5 District Form Tests from Form A to Form B. *Grade 3: %*	3.1. 3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests

| | | | | curriculum, incorporating DI strategies from their PLC discussions.
5. Teachers administer Common Assessments in order to review data and provide school-wide assistance.
6.Based on the data, teachers discuss strategies that were effective.
7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.
8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment) in a variety of ways including the use of technology.
9. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate and extend below-level students. | remediation and enrichment.

First Nine Week Check
Highly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online.
3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.
4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions.
5. Monitoring data was reviewed at report card meetings.
6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment.

Second Nine Week Check | *Grade 4: %*
Grade 5: %

Third Nine Week Check | |
| 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** |

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4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Math strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	4.1. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4.PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 5. Teachers administer Common Assessments in order to review data and provide school-wide assistance. 6.Based on the data, teachers	4.1. Who Principal Math Resource Teacher Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. First Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback.	4.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** Grade 3, 4, and 5 District Form Tests Form A: *Grade 3: %* *Grade 4: %* *Grade 5: %* Second Nine Week Check **Highly Functional** Students showed increases on the Grade 3, 4, and 5 District Form Tests from Form A to Form B. *Grade 3: %* *Grade 4: %* *Grade 5: %* Third Nine Week Check	4.1. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Chapter Tests Benchmark mini assessments
Mathematics Goal #4: In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 57% to 60%.	2012 Current Level of Performance:* **57%**	2013 Expected Level of Performance:* **60%**				

				discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment) in a variety of ways including the use of technology. 9. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate and extend below-level students.	2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Second Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-		

			throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Third Nine Week Check		
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	**2011-2012**	**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:						

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5.A. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2. Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work	5.A. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model.	5.A. Who Principal Math Resource Teacher Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators	5.A. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with	5.A. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Chapter Tests Benchmark mini assessments
Mathematics Goal #5A: In grades 3-5, the percentage of subgroup students by ethnicity making learning gains on the 2012 FCAT Math will increase by the following.	2012 Current Level of Performance:* White: 81% Black: 55% Hispanic: 72% Asian: American	2013 Expected Level of Performance:* White: 84% Black: 58% Hispanic:75% Asian: American Indian:				

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| | Indian: | | with intervention Groups
5. Need additional Professional Development in core curriculum and Math strategy/skill building.
6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide. | Action Steps
1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices
2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups
3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices.
4.PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.
5. Teachers administer Common Assessments in order to review data and provide school-wide assistance.
6.Based on the data, teachers discuss strategies that were effective.
7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.
8. Teachers provide Differentiated Instruction to | will use the HCPS Informal Observation Pop-In Form (EET tool)..
3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.
4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions.
5. Monitoring data will be reviewed every nine weeks.
6. Teachers create and review Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment.

First Nine Week Check
Highly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online.
3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.
4. Resource teachers and administration meet with | the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.

First Nine Week Check
Operational
Grade 3, 4, and 5 District Form Tests Form A:
Grade 3: %
Grade 4: %
Grade 5: %

Second Nine Week Check
Highly Functional
Students showed increases on the Grade 3, 4, and 5 District Form Tests from Form A to Form B.
Grade 3: %
Grade 4: %
Grade 5: %

Third Nine Week Check | |

				targeted students (remediation and enrichment) in a variety of ways including the use of technology. 9. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate and extend below-level students.	teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Second Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to		

			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
					flexibly group students for remediation and enrichment. Third Nine Week Check		
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:							
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5.B. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Math strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	5.B. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4.PLC teachers instruct students using the core	5.B. Who Principal Math Resource Teacher Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Math skills. Teachers use this to flexibly group students for	5.B. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** Grade 3, 4, and 5 District Form Tests Form A: *Grade 3: %* *Grade 4: %* *Grade 5: %* Second Nine Week Check **Highly Functional** Students showed increases on the Grade 3, 4, and 5 District Form Tests from Form A to Form B. *Grade 3: %*	5.B. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Chapter Tests Benchmark mini assessments
Mathematics Goal #5B: In grades 3-5, the percentage of economically disadvantaged students making learning gains on the 2012 FCAT Math will increase from 55% to 59%.	2012 Current Level of Performance:* **55%**	2013 Expected Level of Performance:* **59%**					

| | | | | | curriculum, incorporating DI strategies from their PLC discussions.
5. Teachers administer Common Assessments in order to review data and provide school-wide assistance.
6.Based on the data, teachers discuss strategies that were effective.
7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.
8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment) in a variety of ways including the use of technology.
9. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate and extend below-level students. | remediation and enrichment.

First Nine Week Check
Highly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online.
3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.
4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions.
5. Monitoring data was reviewed at report card meetings.
6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment.

Second Nine Week Check
Highly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing this | *Grade 4: %*
Grade 5: %

Third Nine Week Check | |

				strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Third Nine Week Check		
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**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: No students in this catagory.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** 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**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5.D. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Math strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	5.D. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4.PLC teachers instruct students using the core	5.D. Who Principal Math Resource Teacher Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and	5.D. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Operational** Grade 3, 4, and 5 District Form Tests Form A: *Grade 3: %* *Grade 4: %* *Grade 5: %* Second Nine Week Check **Highly Functional** Students showed increases on the Grade 3, 4, and 5 District Form Tests from Form A to Form B.	5.D. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Chapter Tests Benchmark mini assessments

| Mathematics Goal #5D: In grades 3-5, the percentage of students with disabilities in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 21% to 25%. | 2012 Current Level of Performance:* **21%** | 2013 Expected Level of Performance:* **25%** |

				curriculum, incorporating DI strategies from their PLC discussions. 5. Teachers administer Common Assessments in order to review data and provide school-wide assistance. 6.Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment) in a variety of ways including the use of technology. 9. Provide ELP and SES after-school tutoring on Mondays and Wednesdays to remediate and extend below-level students.	enrichment. <u>First Nine Week Check</u> **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. <u>Second Nine Week Check</u> **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS	*Grade 3: %* *Grade 4: %* *Grade 5: %* <u>Third Nine Week Check</u>	

					Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Third Nine Week Check		

End of Elementary or Middle School Mathematics 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
Response to Intervention	PreK - 5	PSLT, Homeroom Teachers, ESE Teachers	- All Teachers - school-wide -PLC's	Summer 2012 August 2012- May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Differentiated Instruction	PreK - 5	PSLT, Homeroom Teachers, ESE Teachers	- All Teachers - school-wide -PLC's	Summer 2012 August 2012- May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Go Math! And Math Content Trainings	PreK - 5	PSLT, Homeroom Teachers, ESE	- All Teachers - school-wide -PLC's	Summer 2012 August 2012- May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal

	Teachers				

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Elementary and Middle School Science Goals</u>

Science 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:				**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**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Science will increase from 62% to 65%.	2012 Current Level of Performance:* **62%**	2013 Expected Level of Performance:* **65%**		1.1. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	1.1. 5D.1. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4.PLC teachers instruct students using the core curriculum, incorporating DI	1.1. Who Principal Math/Science Coach Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls specific to Science.	1.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Emerging** Grade 5 District Science Test Form 1 Grade 5: % Second Nine Week Check **Highly Functional** Grade 5 District Science Test Form 2 Grade 5: % Third Nine Week Check	1.1. 2-3x Per Year District Baseline and End of Year Testing During Nine Weeks Chapter Tests Performance Tasks

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				strategies from their PLC discussions. 5. Teachers administer Common Assessments in order to review data and provide school-wide assistance. 6.Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).	Teachers use this to flexibly group students for remediation and enrichment. First Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Science skills. Teachers use this to flexibly group students for remediation and enrichment

					Second Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Science skills. Teachers use this to flexibly group students for remediation and enrichment Third Nine Week Check		

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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
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science. Science Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Science will increase from 32% to 35%. **2012 Current Level of Performance:*** **32%** **2013Expected Level of Performance:*** **35%**	2.1. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	2.1. 5D.1. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4.PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 5. Teachers administer Common Assessments in order to review data and	2.1. Who Principal Math/Science Coach Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls specific to Science. Teachers use this to flexibly group students for remediation and enrichment.	2.1. CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check **Emerging** Grade 5 District Science Test Form 1 Grade 5: % Second Nine Week Check **Highly Functional** Grade 5 District Science Test Form 2 Grade 5: % Third Nine Week Check	2.1. 2-3x Per Year District Baseline and End of Year Testing During Nine Weeks Chapter Tests Performance Tasks

			provide school-wide assistance. 6.Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).	<u>First Nine Week Check</u> **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Science skills. Teachers use this to flexibly group students for remediation and enrichment <u>Second Nine Week Check</u> **Highly Functional** 1. PLC logs turned into administration	

					weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Science skills. Teachers use this to flexibly group students for remediation and enrichment Third Nine Week Check		

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.

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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
Hands on Science	PreK - 5	Science Resource Teacher, District Trainers	- All Teachers - school-wide -PLC's	June/July 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Biome Theme	PreK - 5	Science Resource Teacher, District Trainers	- All Teachers - school-wide -PLC's	June/July 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Differentiated Instruction	PreK - 5	Science Resource Teacher, District Trainers	- All Teachers - school-wide -PLC's	June/July 2010 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**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**
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in Writing strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	1.1. 5D.1. **Tier 1** - The purpose of this strategy is to strengthen the students' Writing through teachers implementing the Writer's Workshop Model and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. _Action Steps_ 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and plan lessons to address student needs. 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4. Teachers instruct students using the Sunshine State Standards, incorporating DI strategies from their PLC discussions.	1.1. _Who_ Principal Writing Resource Teacher Leadership Team _How_ 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed monthly. 6. Teachers create and review Data walls	1.1. Cahoon Writes assessment data will be recorded in a data base (excel spread sheet) and on District data grids. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. _First Nine Week Check_ **Highly Functional** Students in Grades 3, 4, and 5 showed increases in the percentage of students scoring a 3 or higher on monthly writing prompts from September to October. Grade 3 – (+7%) Grade 4 (+45%) Grade 5 (+22 %) . _Second Nine Week Check_ **Highly Functional** Students in Grades 3 and 4, showed increases in the percentage of students scoring a 3 or higher on monthly writing prompts from October to January. Students in Grade 5 showed a slight decrease, but maintained a high percentage:	1.1. _2-3x Per Year_ District Writing Assessment _During Nine Weeks_ Monthly School-wide Writing Assessments
Writing/LA Goal #1: In grades 3-5, the percentage of All Curriculum students scoring a Level 3 or higher on the 2012 FCAT Writing will increase from 90% to 95%.	2012 Current Level of Performance:* **90%**	2013 Expected Level of Performance:* **95%**					

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| | | | | 5. Teachers administer Common Assessments in order to review data and provide school-wide assistance.
6.Based on the data, teachers discuss strategies that were effective.
7. Based on the data, teachers decide what skills need to be re-taught in a whole-group lesson and decide what skills need to be re-taught to targeted students.
8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment) through one-on-one STAR conferences. | specific to Student Writing skills. Teachers use this data to identify writing focus skills and craft lessons needed and identify students for remediation and enrichment.

First Nine Week Check
Highly Functional
1. PLC logs turned into administration weekly. Administration provides feedback.
2. Classroom walk-throughs observing this strategy. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) to report online.
3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.
4. Resource teachers and administration meet with teachers during monthly grade level data chats to monitor student progress and identify interventions.
5. Monitoring data was reviewed during report card meetings.
6. Teachers create and review Data walls specific to Student | 85% of students scoring a 3 or higher.
Grade 3 – (+ 15%)
Grade 4 (+ 8%)
Grade 5 (- 5 %)

Third Nine Week Check | |

					Writing skills. Teachers use this data to identify writing focus skills and craft lessons needed and identify students for remediation and enrichment. Second Nine Week Check **Highly Functional** 1. PLC logs turned into administration weekly. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during monthly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed during report card meetings. 6. Teachers create and review Data walls specific to Student Writing skills. Teachers use this data		

					to identify writing focus skills and craft lessons needed and identify students for remediation and enrichment. Third Nine Week Check		

Writing/Language Arts 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
FCAT & Hillsborough Writes Rubric Training	PreK - 5	Writing Resource Teacher, District Trainers	- All Teachers - school-wide -PLC's	June/July 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Writing Craft and Elaboration	PreK - 5	Writing Resource Teacher, District Trainers	- All Teachers - school-wide -PLC's	June/July 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**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**
1. Attendance Attendance Goal #1: Across all grades, the percentage of student attendance will change by the following amounts.	2012 Current Attendance Rate:* **95.74%** 2012 Current Number of Students with Excessive Unexcused Absences (10 or more) **49** 2012 Current Number of Students with Unexcused Excessive Tardies (10 or more) **75**	2013 Expected Attendance Rate:* **96%** 2013 Expected Number of Students with Excessive Unexcused Absences (10 or more) **44** 2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more) **70**	1.1. Transportation External motivators	1.1. Recognize classes with trends of good attendance. Offer incentives to classes with consistent attendance.	1.1. Administration Guidance Counselor School Social Worker Teachers Attendance pulled daily and monitored. Classes recognized for consistent attendance.	1.1. Administration, guidance counselor, school social worker, and teachers will review attendance regularly and observe trends. Individual student goals will be established for those who require one.	1.1. Attendance Reports

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 Attendance Goals

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<u>Suspension Goal(s)</u>

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	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
1. Suspension <u>Suspension Goal #1:</u> Across all grades, the number of student suspensions will change by the following amounts	2012 Total Number of In –School Suspensions **1**	2013 Expected Number of In- School Suspensions **1**	1.1. Student behavior and external factors	1.1. Hold character education lessons for each grade level once per week.	1.1. Administration Guidance	1.1. Review number of suspensions at the end of each semester.	1.1. Discipline reports
	2012 Total Number of Students Suspended In-School **1**	2013 Expected Number of Students Suspended In -School **1**					
	2012 Number of Out-of-School Suspensions **5**	2013 Expected Number of Out-of-School Suspensions **3**					
	2012 Total Number of Students Suspended Out- of- School **4**	2013 Expected Number of Students Suspended Out- of-School **2**					

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development 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 Suspension Goals

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 Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		**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**
1. Parent Involvement Parent Involvement Goal #1: Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:* / 2013 Expected level of Parent Involvement:*	1.1.	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)		**Problem-solving Process to Parent Involvement**				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		**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**
2. Parent Involvement Parent Involvement Goal #2: Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:* / 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.

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		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 Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			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
1. Health and Fitness Goal Health and Fitness Goal #1: During the 2012-2013 school year, the number of students demonstrating knowledge of fitness on the District Physical Education Post Test will increase from 60% to 64% on the 2013 Posttest.	2012 Current Level :* **60%**	2013 Expected Level :* **64%**	1.1. During the 2010-2011 school year, the number of students demonstrating knowledge of fitness on the District Physical Education Post Test will increase from 59%% to 64% on the 2011 Posttest.	1.1. Students will engage in 150 minutes of physical education each week 2. Provide Fitness Videos and other activities for Indoors and Outdoors.	1.1. Principal Guidance Counselor AP PE teacher How: 1. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 2. Evidence of strategy in teachers' lesson plans seen	1.1. Checking of student schedules	1.1. Student schedules Master schedule

					during administration walk-throughs.		

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

Continuous Improvement 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 Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		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
1. Continuous Improvement Goal Continuous Improvement Goal #1: The percentage of **teachers** who strongly and somewhat agree with the indicator that **"my principal involves staff in making decisions about school issues" (under Governance and Leadership)"** will increase from % in 2012 to % in 2013.	2012 Current Level :* 	1.1. Not enough time to meet discuss issues and collect feedback	1.1. PLC meeting agenda's will include time to discuss the status of our schoolwide strategies and feedback will be collected and logged	1.1. Who Administration Teachers How: 1. PLC Agendas will be collected in office. 2.Minutes from Team meetings with feedback will be collected and reviewed by administration.	1.1. Feedback from all PLCs will be reviewed	1.1. Final decisions and rationale will be shared with faculty
	2013 Expected Level :*					

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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 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**	**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**
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percent students identified as LY, will increase their proficiency in listening and speaking from 82% to 88%.	2012 Current Percent of Students Proficient in Listening/Speaking: **82%**	1.1. Working within the master schedule Need to Identify student needs Need to Identify appropriate interventions Need Time to work with intervention Groups Need additional Professional Development in ESOL reading strategy/skill building.	1.1. ESOL para will work cooperatively with teachers and address individual student needs to increase proficiency	1.1. ESOL staff Administration Teachers Guidance	1.1. CELLA results	1.1. CELLA results
Students read in English at grade level text in a manner similar to non-ELL students.		**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**
D. Students scoring proficient in Reading. CELLA Goal #D: The percent of students identified	2012 Current Percent of Students Proficient in Reading :	2.1. Working within the master schedule Need to Identify student	2.1. ESOL para will work cooperatively with teachers and address individual student needs to increase proficiency	2.1. ESOL staff Administration Teachers Guidance	2.1. CELLA results	2.1. CELLA results

as LY will increase their proficiency in reading from 45% to 49%	**45%**	needs Need to Identify appropriate interventions Need Time to work with intervention Groups Need additional Professional Development in ESOL reading strategy/skill building.			
Students write in English at grade level in a manner similar to non-ELL students.		**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**

		Anticipated Barrier	**Strategy**	**Fidelity Check**	**Strategy Data Check**	**Student Evaluation Tool**
E. Students scoring proficient in Writing. CELLA Goal #E: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Writing : **27%**	2.1. Working within the master schedule Need to Identify student needs Need to Identify appropriate interventions Need Time to work with intervention Groups Need additional Professional Development in ESOL writing strategy/skill building.	2.1. ESOL para will work cooperatively with teachers and address individual student needs to increase proficiency	2.1. ESOL staff Administration Teachers Guidance	2.1. CELLA results	2.1. CELLA results

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**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**
STEM Goal #1: Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
	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)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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**	**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**
CTE Goal #1: Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with 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)

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Final Amount Spent			