# **Florida Department of Education**



# School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

# **PART I: SCHOOL INFORMATION**

School Name: Folsom Elementary	District Name: Hillsborough County		
Principal: Cora-Lynne Wimberly	Superintendent: MaryEllen Elia		
SAC Chair: Kesha Sims	Date of School Board Approval: Pending 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)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest
		Certification(s)	Current School	Administrator	25%), and AMO progress along with the associated school year)
Principal	Principal	Cora-Lynne Wimberly	M Ed. Education Administration and Supervision	4	Folsom Elementary 2012 C 478 pts. 2011 C 485 pts 64% AYP
			BA Education Exceptional Student Education/		2010 A 555 pts 90% AYP
			School Principal, Educational Leadership, Elementary Education 1-6		
			Exceptional Students Education, ESOL		

Assistant	Assistant Principal	Michelle Stone	MEd	3	2012 C 478 pts.
Principal	_	,	Educational	1	
,			Leadership/	1	2011 C 485 pts 64% AYP
,		,	, , , , , , , , , , , , , , , , , , ,	1	
,		'	Educational	1	2010 A 555 pts 90% AYP
,		,	Leadership,	1	
,		'	ESOL	1	
			Endorsement	<u> </u>	

## **Highly Qualified Instructional Coaches**

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

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

			2	3	Folsom Elementary
Reading	Evillee Woodard	MEd. Elementary Education Elementary 1-6, ESOL Endorsed			2012 C 478 pts. 2011 C 485 pts. 64% AYP Level 3 and above 69% Annual Learning Gains 52% Lowest Quartile 36% <u>Making AYP</u> : None <u>Not Making AYP</u> : White, Black, Hispanic, Economically Disadvantaged, ELL, SWD 2010 A 555pts. 90% AYP 78% Level 3 and above 68% Annual Learning Gains 60% Lowest Quartile <u>Making AYP</u> : White, Hispanic, Economically Disadvantaged <u>Not Making AYP</u> : Black, ELL, Students with Disabilities All other subgroups were non- applicable

					Folsom Elementary
Reading	Michelle Copeland	MEd. Education	4	3	2012 C 478 pts.
		Elementary Education			2011 NA
		K-6, ESOL Endorsed.			2010 A 555pts. 90% AYP
					78% Level 3 and above
					68% Annual Learning Gains
					60% Lowest Quartile
					Making AYP: White, Hispanic, Economically Disadvantaged
					Not Making AYP: Black, ELL, Students with Disabilities
					All other subgroups were non- applicable
Reading/	Nalany Valdez	BS Elementary Education	3	0	Folsom Elementary
Writing			5	0	
		K-6, ESOL Endorsed			2012 C 478 pts.
					2011 NA
					2010 A 555pts. 90% AYP
					78% Level 3 and above
					68% Annual Learning Gains
					60% Lowest Quartile
					Making AYP: White, Hispanic, Economically Disadvantaged
					Not Making AYP: Black, ELL, Students with Disabilities
					All other subgroups were non- applicable
	1				

					Folsom Elementary
Mathemat	Shanann Calvo Young	BS Elementary Education K-6	6	2	2012 C 478 pts.
ics					2011 C 485 pts. 64% AYP
					Level 3 and above 73%
					Annual Learning Gains 53%
					Lowest Quartile 58%
					Making AYP:, none
					<u>Not Making AYP</u> : White, Black, Hispanic, Economically Disadvantaged, ELL, SWD
					2010 A 555pts. 90% AYP
					78% Level 3 and above
					76% Annual Learning Gains
					68% Lowest Quartile
					<u>Making AYP</u> : White, Hispanic, Economically Disadvantaged, ELL, Students with Disabilities
					Not Making AYP: Black,
					All other subgroups were non- applicable

# **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	
Hillsborough 2012 Rule 6A-1.099811			
Revised July, 2012	7		

2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
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-	Provide the strategies that are being implemented to support the staff in becoming highly effective
of-field/ and who are not highly effective.	
5 out of field ESOL. All are highly qualified.	Depending on the needs of the teacher, one or more of the following strategies are implemented.
	<u>Administrators</u>
	Meet with the teachers three times per year to discuss progress on:
	• Preparing and taking the certification exam
	Completing classes need for certification
	_
	Subject Area Leader/PLC
	• The teachers will attend PLC meetings for on-going professional development, 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)).

То	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Те	Те	Те	Те	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Bo	End
of	ar	with	with	with	wi	alif	dor	ard	orse
In	Те	1-5	6-	15+	th	ied	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Те	rtif	
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Теа
tio		Exp	rs of	Exp	ced	her	ers	Te	cher
nal		erie	Exp	erie	De	S		ac	s
Sta		nce	erie	nce	gre			her	5
ff			nce		es			S	
10	2%	37	37	24	41	91	0%	4%	65
0%		%	%	%	%	%			%
	1						0	2	
54	1	20	20	13	22	49	U	2	35
		20	20	15					55

## **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
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Kaylin	Samantha	First year	Weekly
Likon	Stone	teacher	coaching
		F	activities. Observat
		Empowering Effective	ions and
		Teachers	feedback
Kaylin	Kristin Valle	First year	Weekly
Likon		teacher	coaching
			activities.
		Empowering	Observat
		Effective	ions and
		Teachers	feedback

## **Additional Requirements**

## **Coordination and Integration-Title I Schools Only**

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

Title I, Part A

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

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

The Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs
Violence Prevention Programs
NA
Nutrition Programs
NA
Housing Programs
NA
Head Start
We utilize information from students in Head Start to transition into Kindergarten

Adult Education
NA
Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training
Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other
NA

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist/Behavior
- Social Worker/Attendance
- Academic Coaches (Reading, Math, Writing etc. and other specialists on an ad hoc basis)
- ESE Specialist
- Representatives from the PLCs for each grade level, K-5
- SAC Chair
- ELL Representative

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 MTSS is considered the main leadership team in our school. The MTSS will meet 2-4 times monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - $\circ$   $\;$  Tutoring during the day in small group pull-outs in reading and math
  - o Extended Learning Programs during and after school
  - o Designated intervention block by grade levels
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Create, manage and update the school resource map
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - o Implementation and support of PLCs
  - o Use of school-based Reinforcement Instructional Calendars and Mini-Assessments
  - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
  - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
  - o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
  - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.

- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team.
- Use MTSS liaison to communicate initiatives between the MTSS and PLCs.

- Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
- The Chair of SAC is a member of the Leadership Team/MTSS
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/MTSS monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/MTSS communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/MTSS.
- The Leadership Team/MTSS and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - $\circ$  Use the problem-solving model when analyzing data:
    - 1. What is the problem? (Problem Identification)
    - 2. Why is it occurring? (Problem Analysis and Barrier Identification)
    - 3. What are we going to do about it? (Action Plan Design and Implementation)
    - 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
  - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas curriculum content, behavior, and attendance
  - o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

- Develop instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals
- Assess the implementation of the strategies on the SIP using the following questions:
  - 1. Does the data show implementation of strategies are resulting in positive student growth?
  - 2. To what extent are we making progress toward the school's SIP goals?
  - 3. If we are making progress, what can we do to sustain what is working?
  - 4. What barriers to implementation are we facing and how will we address them?
  - 5. What should we do next? What should be our plan of action?

#### MTSS Implementation

CAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
	Data Wall	
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
	Data Wall	
*District Reading Forms A, B, C		
* District Writing Demand Writes		
* District Math Forms 1, 2, 3		
* District Science Forms1, 2, 3		
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math,	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Writing and Science	Data Wall	
*District Reading Forms A, B, C	PLC Logs	
* District Writing Demand Writes		
* District Math Forms 1, 2, 3		
* District Science Forms1, 2, 3		
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator
	Data Wall	

CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
*Reading		
*Writing		
*Math		
*Science		
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/MTSS

## Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
District Reading Forms A, B, C		
District Math Forms 1, 2, 3		

Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base	Individual Teachers/PLCs
	PLC/Department data base	
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM	Leadership Team/PLCs/Individual Teachers
	School Generated Database in Excel	
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

The Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

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

#### Describe plan to support MTSS.

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

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

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team					
Identify the school-based Literacy Leadership Team (LLT).					
The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:					
• Principal – Cora-Lynne Wimberly					
Assistant Principal for Curriculum – Michelle Stone					
• Reading Coach – Evillee Woodard					
Reading Teachers – Rachel Powers, Hollie Henderson, Yvonne Lombardo, Raquel Calderon, Michelle Copeland, Nalany Valdez					
Media Specialist – Susan Spicer					

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Multi-tiered System of Support team. The team provides leadership for the implementation of the 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 MTSS team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- Implementation and evaluation of the SIP goals and strategies identified 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
- Implementation of ELA Common Core Standards for grades K and 1.

#### **NCLB** Public School Choice

• Supplemental Educational Services (SES) Notification

## \*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

## \*High Schools Only

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

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

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

## **Postsecondary Transition**

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

# PART II: EXPECTED IMPROVEMENTS

# **Reading Goals**

Reading Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in						
reading (Level 3-5).	- Reluctance	Strategy	Who	Teacher Level	3x per vear	
feating (Lever 5 5).	from PLC to	strateg,				
	implement five-	The purpose of	-Principal	-Teachers reflect on lessons	- Broad screen/Maze/	
	day plan	this strategy is	1	during the unit citing/using	OPM for fluency	
		to strengthen the	-APEI	specific evidence of learning and		
		core curriculum.		use this knowledge to drive future		
	The misnomer	Students'	-Reading Coach	instruction.		
	that fluency is	reading <u>fluency</u>			During the Grading	
	only defined as	will improve	-Reading Resource		Period	
	words correct	through the use	Teacher			
	per minute	of appropriate			-HCPS Fluency	
	L.	teaching	-PLC Facilitators		rubric with	
		techniques			appropriate level text	
		centered on			and expected grade	
	-Evaluation of	prosody		L	level fluency norms.	
	fluency beyond		How			
	words correct	punctuation/	Prod i	PLC Level		
	per minute.	intonation,	-PLC logs turned			
		expression).	into administration.	PLCs will review evaluation data.	-Running Records	
			Administration provides feedback.			
		<b>–</b>	provides feedback.	F		
	-Teachers	Action Steps		Leadership Team Level		
	are at various	Action Steps				
	skill levels in	As a Professional	-Classroom walk-	The MTSS/Reading Leadership		
	understanding how to provide	Development	throughs observing	Team reviews FAIR AP/OPM		
	fluency	activity in their		data to determine the increase		
	intervention	PLCs, teachers		in the percentage of students		
	to impact	study the HCPS		scoring at or above the grade level		
	all prosodic	fluency rubric		targeted words correct per minute.		
	elements.	to become	-Evidence of strategy			
		familiar with all	in teachers' lesson			
			plans seen during			
			administration walk-	PLC facilitator will share		
		punctuation/	throughs.	data with the problem-solving		
		intonation,		Leadership Team. The MTSS/		
		expression) and		Reading Leadership Team will		
		expected grade		review assessment data for		
		level fluency	-EET formal	positive trends at a minimum of		
		norms.	evaluations	once per Grading Period.		
II:llah anan ah 2012						

-Teachers pretest us appropria passage a HCPS flu rubric wit level flue norms.	ing an and Peer/Mentor) te level nd the ency th grade -EET formal	
-PLCs co together t compare identify t	o observation(Admin data and and Peer/Mentor)	
-Teachers implemer differenti fluency le target the of whole small gro and indiv and estab appropria timelines.	ated essons to needs group, up, iduals lish te	
-Teachers test using appropria level text with the F fluency ru expected level flue norms.	an te along HCPS ibric and grade ncy	

		assessment data back to PLCs to decide the next focus for instruction.			
		-PLCs record their work in the PLC logs.			
Reading Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 51% to 54%.					
	51%	54%			

r			k •	l. a		
	1.2.	1.2	1.2.	1.2.	1.2.	
		G4	Who	Teacher Level	2x per vear	
		<u>Strategy</u>				
	<b>SEE 1.1</b>	The purpose of	-Principal	-Teachers reflect	-FAIR Vocabulary	
		this strategy is to		on lessons during	Assessment	
			-APEI	the unit citing/using		
		strengthen the core		specific evidence of		
		curriculum. Students'	-Reading Coach	learning and use this		
		vocabulary knowledge	-Reading Coach	-	2	
		and use will increase	Dest. Dest. and		<u>3x per year</u>	
		through use of the	-Reading Resource	future instruction.		
		5-day Vocabulary			-FAIR on-going progress	
		<b>Instructional Routine</b>	Teacher		monitoring tool	
		which includes:				
			- Math Resource Teacher	-Teachers chart their		
				students' individual		
			-PLC Facilitators	progress towards	During grading period	
		-time specified		mastery.		
		daily for work on			-Students' written responses	
		vocabulary that is	Г		reflecting use of vocabulary	
		embedded in text	How Monitored	Г	taught	
		childenden in text				
		-activities that include	-PLC logs turned into	F		
			administration. Administration	PLC Level		
		all learning modalities	provides feedback.		-Students' writing samples	
			provides recubuck.	PLCs will review	reflecting use of vocabulary	
		-a routine that will be		evaluation data bi-	taught.	
		familiar to students,		monthly at PLC	iaugiii.	
		like a workshop	-Classroom walk- throughs			
				meetings.		
		F	observing the 5-day Vocabulary			
			Instructional Routine	F		
		Action Steps				
				Leadership Team		
		L		Level		
			-Evidence of strategy in teachers'			
		Administer teacher	lesson plans seen during			
		training/resource	administration walk-throughs.			
		needs assessment to		- PLC facilitator will		
		determine support		share data with the		
		plan.		MTSS. The MTSS/		
		r''''' —	-EET formal evaluations	Reading Leadership		
				Team will review		
				assessment data for		
		Sahadula training and		positive trends at a		
		Schedule training and	-EET Pop-Ins (Admin and Peer/	minimum of once per		
Hillsborough 2012		plan for resources.	Let rop ins (runni and rou)			
Hillshovengh 2012						

				Mentor)	grading period.		
			Begin whole class implementation of the 5-day Vocabulary Instructional Routine, using Tier 2 words.	-EET formal observations (Admin and Peer/Mentor)			
				-EET informal observation(Admin and Peer/Mentor)			
			reconvene to discuss progress of implementation.				
			PLCs record their work in the PLC logs.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	2.1.	2.1.	h 1	2.1.	2.1.	
2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in reading.		<u>Strategy</u>	Who	Teacher Level	<u>3x per year</u>	
	N J £	G4 1				
	Need for support training		-Principal	-Teachers reflect on lessons	-FAIR on-going	
	uannig	comprehension of	1 molpui		progress monitoring	
		course content/	-APEI		tool (Scaffolded	
		stanuarus		use this knowledge to drive future		
	Varying skill	increases through	-Instructional	instruction.	Templates)	
	levels	participation in	Coach(es)			
		inglici oruci	· /			
		thinking (H.O.T.)	-Peer and Mentor			
		<u>questioning</u>	Evaluators		During grading	
		techniques.Webb'	E valuators		period	
		s Depth of		mastery.		
		Knowledge, to	Γ		-Students' written	
		promote critical	How		responses reflecting	
		unnking and			use of vocabulary	
		problem-solving skills. This	-PLC logs turned	PLC Level	taught	
			into administration.			
		strategy will be implemented	Administration	-PLCs calculate the average unit		
		across all content	provides feedback.	assessment score for all their		
		areas. For this	r · · · · · · · · · · · · · · · · · · ·		-Students' writing	
		strategy, teachers			samples reflecting	
					use of vocabulary	
		in the second second second	-Evidence of strategy		taught.	
		questions/prompts	in teachers' lesson			
		to challenge	plans seen during	-PLCs discuss how to report and		
			administration walk-	share the data with the Leadership		
		cognitively,	throughs.	Team.		
		advance high	-			
		level thinking and				
		discourse and				
		promote meta-	-EET formal	-Data is used to identify effective		
		cognition. (EET	evaluations	higher order activities in future		
		Rubric 1e, 3b)		lessons.		
		(10, 50)				
			-EET Pop-Ins (Admin	Leadership Team Level		
		Action Steps	and Peer/Mentor)			
		Plan				
				MTSS uses data to evaluate		
		Teacher PD for	-EET formal	the effectiveness of strategy		
Hillsborough 2012		reacher FD jor				I

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

Order and Peer Teachers attend school-based professional -EET inf development observat activities on higher and Peer order questioning strategies and apply those	/Mentor) instr and t deve ormal ion(Admin	lementation, supplemental ruction for targeted students future professional elopment for teachers.		
strategies in the classroom. The Reading Resource teacher will provide support in higher order strategies throughout the school year (EET				
4d, 4e) - Planning/PLCs Before the Lesson PLCs identify the common assessment for				
the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned it?" (EET Rubric 1f, 4d)				

· · · · · · · · · · · · · · · · · · ·			
	Teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.		
	Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)		
	Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)		
	Do/Check		
	Teachers in the Classroom During the lesson, teachers frequently ask higher order questions. The		

	teacher responds		
	to students'		
	correct answers		
	by probing for		
	higher-level		
	understanding		
	in an effective		
	manner. (EET		
	Rubric 1b, 3b, 3e)		
	(ubiic 10, 50, 50)		
	During the		
	lesson, teachers		
	successfully		
	ongogo all students		
	engage all students		
	in the discussion.		
	(EET Rubric 1b,		
	<b>3b, 3e</b> )		
	. ,		
	Students formulate		
	many of the high-		
	level questions		
	and ensure that all		
	voices are heard.		
	(EET Rubric 3b)		
	(EET RUDFIC 5D)		
	Students are		
	provided with		
	opportunition		
	opportunities		
	to reflect on		
	classroom		
	discussion		
	and discourse		
	to increase		
	understanding of		
	learning objective.		
	(EET Rubric 1c,		
	3a, 3b, 3c)		

ri	,		
	At the end of the unit, teachers administer the common assessment.		
	Check/Act		
	<u>PLCs After</u> the Common Assessment		
	Teachers bring their common assessment data back to the PLCs.		
	Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)		
	Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)		
	After the		

	26%	29%			
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 26% to 29%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Posting Coal #2:		assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d) <u>Administrators/</u> <u>Leadership Team</u> Through walkthroughs teachers are identified that excel in higher order thinking questioning techniques, Webb's Depth of Knowledge, in order to set up demonstration classrooms. (EET 4d, 4e)			

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

<b>3. FCAT 2.0: Points for 3.1</b>		3.1.	3.1.	3.1.	3.1.	
students making Learning						
8 8	ck of	The purpose of	Who	Teacher Level	3x per year	
bac		this strategy is			<u>ox per year</u>	
kno		to strengthen the		Teachers reflect on lessons	- FAIR Reading	
		core curriculum.	D · · 1	during the unit citing/using	Comprehension	
		Students'	- Principal	specific evidence of learning and		
lac		comprehension	- APEI	use this knowledge to drive future		
		of course content		instruction.		
			-Reading Coach		During the grading period	
rigo		participation in consistent,	-Reading Resource		period	
		effective and	Reducing Resource	-Teachers chart their students'	-running records	
		appropriate	Peer Mentor and Peer	individual progress towards	using the HCPS	
		Differentiated	Evaluators	mastery.	retelling rubric.	
		Instruction		5	U	
		strategies.				
			How		- Teacher created	
		Instruction	- PLC and agendas/notes	PLC Level	assessments	
		is based on: acceleration,		-PLCs discuss how to report and		
		enrichment,		share the data with the Leadership		
		extensions and	- Data Walls	Team.		
		remediation. This	- Data wans			
		strategy focuses	- Evidence of strategy in			
			teacher's lesson plans.			
		types of flexible		-Data is used to identify effective		
		grouping:		activities in future lessons.		
		Homogeneous/				
		Cluster/Ability				
		Grouping		Leadership Team Level		
				-		
		-Heterogeneous/		-Leadership Team determines		
		Mixed Ability		and maintains a school-wide data		
		Grouping		system to track student progress.		
		-Individualized				
		Work/Independent				
		Study		-PLC facilitator shares data with		
		-		the MTSS		
		Whole Class				
		Instruction				
		Dairs or Portnors		MTSS uses data to avaluate		
		-Pairs or Partners		-MTSS uses data to evaluate		

		the effectiveness of strategy		
	1 1	ine enectiveness of strategy		
		implementation, supplemental		
		instruction for targeted students		
	Action Steps	and future professional		
		development for teachers		
	Plan			
	Teacher Planning			
	Teacher Planning			
	** 1			
	-Using data			
	from previous			
	assessments and			
	daily classroom			
	performance/			
	work, teachers			
	plan Differentiated			
	Instruction			
	groupings and			
	activities for			
	the delivery of			
	new content in			
	upcoming lessons.			
	Do I give my			
	students:			
	Different ways to			
	take in information			
	Different			
	amounts of time to			
	complete the work			
	Different			
	assignments			
	depending on			
	ability, readiness,			
	comprehension			
	level, learning			
	preferences/styles,			
	and interests.			
	1 1			
	-Different types of			
	assessments			
· · · · · · · · · · · · · · · · · · ·				

[i		
	For all students,	
	do I:	
	Use data to drive	
	instruction before	
	beginning a unit of	
	study, during the	
	unit of study and	
	at the end of unit	
	of study.	
	of study.	
	Create a variety	
	of activities	
	and tasks that	
	allows students to	
	explore concepts	
	and standards in	
	different ways.	
	-Give students	
	choices in some	
	of their learning	
	of their fearning	
	activities.	
	For High	
	Performing,	
	Gifted, Honors	
	and Advanced	
	Students, do I:	
	Make	
	modifications to	
	ensure students	
	are challenged	
	with higher-level	
	thinking activities.	
	-Use curriculum	
	compacting,	
	independent study,	
	and extension	
	activities where	
	appropriate	
	For Lower	

· · · · · · · · · · · · · · · · · · ·		- i	İ.	i
	Ability and			
	Students with			
	Learning			
	Difficulties:			
	-Assess specific			
	skills and			
	SKIIIS and			
	knowledge that			
	need remediation			
	and utilize			
	a variety of			
	strategies to help			
	students in these			
	areas.			
	For English			
	Language			
	Learners:			
	Use gestures,			
	visuals and			
	graphic organizers			
	when explaining			
	concepts			
	· · · · · · · · · · ·			
	-Recognize			
	cultural/			
	cultural/			
	experiential			
	differences, and			
	when feasible			
	includes these			
	in units and			
	examples.			
	(EET Rubric 4d,			
	4e)			
	-Teachers use			
	- 1 eachers use			
	student data			
	(formative			
	assessments,			
	common			
	assessments,			
	daily work, etc.),			
	student interests,			
	statent interesto,			

and student		
learning styles to		
plan appropriate		
Differentiated		
Instruction lessons		
that meet the		
individual needs of		
all students in the		
classroom. (EET		
Rubric 1b)		
-PLCs identify the		
essential skills and		
learning targets		
for the uncoming		
for the upcoming		
unit of instruction.		
PLCs answer		
the question,		
"What do we want		
students to learn?"		
(EET Rubric 1e,		
4d)		
Hu)		
DL G 11 10		
-PLCs identify		
the common		
assessment for the		
upcoming unit of		
instruction. PLCs		
are answering the		
question, "How do		
we know if they		
have learned it?"		
Do/Check		
Teachers in the		
Classroom		
-Teachers		
implement		
lessons using		
icssons using		

 	1	
Differentiated		
Instruction		
activities. (EET		
activities. (EEI		
Rubric 3c)		
-At the end of		
the unit, teachers		
ine unit, teachers		
give a common		
assessment		
identified from the		
core curriculum		
material. (EET		
Rubric 3d)		
Check/Act		
Teachers/PLCs		
<u>reachers/FLCs</u>		
after the Common		
Assessment		
Teachers bring		
their common		
assessment data to		
their PLCs.		
Based on the data,		
teachers reflect on		
their own teaching.		
(EET Rubric 4a)		
After the		
assessment,		
teachers provide		
timely feedback		
and students use		
the feedback to		
enhance their		
learning. (EET		
Rubric 3d)		

<u> </u>	i	İ.		i
	-			
	Using the			
	data, effective			
	Differentiated			
	Instruction			
	strategies and			
	strategies and			
	techniques			
	are identified,			
	discussed, and			
	modeled in order			
	to implement			
	techniques in			
	future lessons.			
	(EET 1c, 1f, 4a,			
	4d, 4e)			
	+u, +c) _			
	Based on the			
	data, teachers			
	plan future			
	Differentiated			
	Instruction lessons			
	(either as a whole			
	lesson or mini			
	lesson) to the			
	whole class or			
	targeted students.			
	Administrators/			
	Leadership Team			
	Ecuacisnip ream			
	Through			
	walkthroughs			
	tooshara aro			
	teachers are			
	identified			
	that excel in			
	Differentiated			
	Differentiated			
	Instruction			
	strategies and			
	techniques in			
	teeninques in			

Reading Goal #3:		order to set up demonstration classrooms. (EET <b>4d, 4e)</b> Classroom coverage is provided for teachers to attend demonstration classrooms.(EET <b>4e</b> ) 2013 Expected Level of Performance:*			
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 points to 69 points.	<u>Level of</u> <u>Performance:*</u>	of Performance:*			
	66 points	69 points			
		3.2.		3.2. 3.3.	

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

	4 1	4.1	4.1	4 1		
4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
students in Lowest 25%						
making learning gains in	Not knowing		Who	Teacher Level	3x per year	
reading.	how to analyze	comprehension			<u>SA per yeur</u>	
	data.		Principal	-Teachers reflect on lessons	- FAIR Reading	
		standards increases		during the unit citing/using	Comprehension	
		through teacher's	APEI	specific evidence of learning and	comprehension	
		use of data to		use this knowledge to drive future		
	Inconsistent	inform instruction.	Reading Resource	instruction.		
	implementation	Specially,	Teacher		Dumin a 4h a ana din a	
	of F-CIM	teachers use on-			During the grading	
			Reading Coach		period	
		monitoring		-Teachers calculate their students'		
			Peer Mentors and Peer	progress towards 80% mastery of	-running records	
				skills.	using the HCPS	
		assessments,	L'indutors	Skillo.	retelling rubric.	
		baseline, mid-				
		year, nine week				
			How	-Teachers keep track of their		
		semester exams,		students' individual progress.	- Mini Assessments	
			-PLC logs turned	students individual progress.		
			into administration.			
			Administration			
		to plan and deliver	provides feedback.			
		mini-lessons and				
		mini-assessments		PLC Level		
		(F-CIM & C-	<b>D</b> 11 0 1 1			
				-Using the individual teacher data,		
				PLCs calculate the 80% mastery		
				data across all classes/courses for		
			administration walk-	each mini assessment.		
		Action Steps:	throughs.			
		Plan		-After each assessment, PLCs will		
				ask the following questions:		
			evaluations			
		Planning/ PLCs		1. Are there skills that need to be		
		Before the Lesson		re-taught in a whole lesson to the		
				entire class?		
		- Grade level	-EET Pop-Ins (Admin			
		PLCs will identify	and Peer/Mentor)	2. Are there skills that need to		
		students in the	ý í l	be re-taught as mini-lessons to		
		25% not making		the entire class using a different		
		annual learning		teaching technique?		
Lillah anan ah 2012					I I	

σ	ainsEET t	formal			
P	observ	ations (Admin	3. Are there skills that need to re-		
	and Pe	er/Mentor)	taught to targeted students?		
	PLCs identify essential tested		4. How do we report and share our results with the Leadership		
		nformal	our results with the Leadership Team?		
		ation(Admin	1 cum:		
tł		er/Mentor)			
tl	hat need				
	einforcement and/				
	or remediation. EET Rubric 1b,				
L 1	c, 4a, 4d) c				
	c, iu, iu) c				
	Teachers discuss low to correlate				
	nini lessons with				
	ore curriculum.				
	Based on the				
	lata, PLCs				
	levelop a one-two				
	veek projected				
ti	imeline/calendar				
fo	or teaching the				
e	ssential skills nd/or standards				
	overed in the core				
c	urriculum. (EET				
F F	Rubric 1b, 1e,				
a	and 4d)				
	Teachers discuss				
s	trategies for				
te	eaching the mini				
le	essons.				

Do/Check			
Teachers in the			
<u>Classroom</u>			
Teachers			
implement the			
mini lessons and			
mini assessments to the whole			
group or targeted			
students.			
studento.			
Check/Act			
Checkadt			
Teachers/PLCs			
after the Mini-			
<u>Assessments</u>			
ASSESSMENTS			
-Teachers bring			
assessment data			
back to the PLCs.			
(EET Rubric 4d)			
-Based on the data,			
teachers reflect on			
their own teaching.			
(EET Rubric 4a)			
-As a Professional			
Development activity in their			
activity in their PLCs, teachers			
use the mini			
assessment data			
and classroom			
assessments to			
adjust the mini-			
lesson timeline/			
calendar.			

	-If needed		
I	Differentiated		
I	Instruction		
	mini-lessons/		
e	assessments are		
	given to targeted		
s	students as Tier 1		
i	interventions.		
	-Based on mini		
	assessment data,		
s	skills are moved		
	to a maintenance		
	or re-teaching		
s	or re-teaching schedule. (EET		
	Rubric 1b, 3c, 3e,		
4	4d)		
	-After the		
	assessment,		
	teachers provide		
	timely feedback		
	and students use		
	the feedback to		
	enhance their		
	earning. (EET		
	Rubric 3d)		
	···· · · · · · · · · · · · · · · · · ·		

Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 69 points to 72 points.							
	69	72					
	points	points					
		4.2. SEE 1.1	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious bu Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	e	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5:							

5A. Student subgroups by	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
ethnicity (White, Black,						
Hispanic, Asian, American	White:					
Indian) <b>not making</b> satisfactory progress in	Black:					
	Hispanic:					
	Asian:					
	American Indian:					
	SEE					
	1.2, 4.1					
	1.2, 7.1					

	bo10 G			I	
Reading Goal #5A:	2012 Current Level of	2013 Expected Level of Performance:*			
	Level of Performance:*	of Performance:*			
	r criofinalice.				
The percentage of White					
students scoring proficient/					
satisfactory on the 2013 FCAT/					
FAA Reading will increase					
from 56% to 60%.					
The percentage of Hispanic					
students scoring proficient/					
satisfactory on the 2013 FCAT/					
FAA Reading will increase					
from 52% to 57%.					
nom 5270 to 5770.					
	White: 56%	White:60%			
	Black:Y	Black:			
	Hispanic:52%	Hispanic:			
	Asian: NA	57%			
	1 101011. 1 17 1	5770			
	American	Asian:NA			
		ASIAII.INA			
	Indian:NA	• ··· · · · · · ·			
		American			
		Indian:NA			

5A.2.	5A.2	5A.2	5A.2	5A.2
				JA.2
The Extended	Tier 2/3:	Who	Teacher Level	
Learning Program				<u>3 x per year</u> .
	Students' reading	Principal	-ELP Teachers reflect on lessons during	
always target	comprehension will	i interput	on lessons during	FAIR
	improve through	APEI	the unit citing/using	
weaknesses of the			specific evidence of	
students or collect			learning and use this	
data on an ongoing	instruction on		knowledge to drive	
basis.	targeted skills that	How Monitored	future instruction.	F I
ousis.	are not at the mastery	now monitored	future monuetion.	During Grading Period
	level.	Administrators will review the		
		communication logs and data		-Mini assessment data
-Not always a		collection used between teachers	-Teachers calculate	
direct correlation	Γ		their students'	
	Action Steps	that need remediation.	progress towards	
student is missing			80% mastery of	
in the regular	- Classroom teachers		skills.	
classroom and	will communicate			
	with the ELP teachers			
received during	regarding specific			
ELP.	skills that students		-Teachers keep track	
	have not mastered.		of their ELP students'	
	Teachers will identify		individual progress.	
	weaknesses and			
	communicate such			
	weaknesses to the ELP			
	teacher.			
			PLC Level	
	-ELP teachers identify			
	lessons for students			
	that target specific		Leadership Team	
	skills that are not at the		Level	
	mastery level.			
	,		-Data collected	
			through mini	
			assessments will	
	- Students attend ELP		be shared with the	
	sessions twice per		leadership team to	
	week.		determine next steps.	
 -		-		•

		5A.3.	-When the students have mastered the specific skill, they are exited from the ELP program. 5A.3.		5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check 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		
Disadvantaged students not making satisfactory	SEE 1.2, 4.1, 5A.2			5B.1.	5B.1.		
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity 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		
	SEE 1.2, 4.1, 5A.2			5C.1.	5C.1.		
Reading Goal #5C: The percentage of English Language students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	38%	44%					
	-	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.	SEE 1.2, 4.1, 5A.2	5D.1.	5D.1.	5D.1.	5D.1.		
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Y						
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	5D.3	5D.3	5D.3	5D.3	5D.3	

# **Reading Professional Development**

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

Please note that each Strategy does not require a professional development of PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
Common Core Text Complexity	K-5	PLC Leader Valdez/	Schoolwide	meetings) August 15,2012	Lesson Plans, observations, walk- throughs, coaching conferences	Resource Teachers
		Copeland				
DRA2 Update	K-5	Woodard	K-5 &ESE teachers	October 2012	Observations, Monitoring of DRA2 completeness, coaching conference	-
5 day Vocabulary	K-5	Copeland/	Schoolwide as needed	November 2012	Lesson Plans, observations, walk- throughs, coaching conferences	Resource Teachers/ Reading Coach
Text Dependent Questions	K-5	Woodard Valdez/ Copeland/ Woodard	K-5 & ESE Teachers	December 2012	Observations, walk-throughs	Resource Teachers/ Reading Coach
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Differentiated	K-5	PLC Leaders Select teachers	Ongoing	Lesson Plans, observations, walk-	Resource Teachers /PLC Liaison
Instruction				throughs, coaching conferences	

End of Reading Goals

# Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1. Teacher Level	1.1.	
scoring proficient in		1.1.		1.1. <u>reacher Lever</u>		
mathematics (Level 3-5).	- Time in Math	Strategy:	Who	-Teachers reflect on lessons	2-3x Per Year	
	Block	<u>Strategy.</u>		during the unit citing/using	Beginning of the Year Test	
		The purpose of		specific evidence of learning	-Deginining of the Year Test	
		this strategy is	- Principal	and use this knowledge to		
	- Common	to strengthen the		drive future instruction.		
	Planning Time	core curriculum.	- APEI		-Mid-Year Test	
		Students' comprehension	-Math Coach			
		of course content		-Teachers chart their		
	- Lack of knowledge	improves by	-Peer and Mentor Evaluators	students' individual progress	-End of the Year Test	
	on how to	participation	Evaluators	towards mastery.		
	implement into	in consistent,				
	math block	effective and	How			
		appropriate Differentiated		PLC Level		
	II and to	Instruction	- PLC and agendas/notes			
	- How to implement/	strategies.	- Walk-throughs	-PLCs calculate the average		
	utilize different	Differentiated	-	unit assessment score for	During Grading Period	
	resources.	Instruction is based	- Data Walls	all their students across the		
		on: acceleration, enrichment,	- Evidence of strategy in	PLC per class		
		extensions and	teacher's lesson plans.		-Chapter Assessments	
		remediation. This	-		-	
		strategy focuses		-PLCs discuss how to report		
		on the following		and share the data with the	-Benchmark Mini-	
		types of flexible		Leadership Team.	assessments	
		grouping:		-Data is used to identify		
		-Homogeneous/		effective activities in future		
		Cluster/Ability		lessons.		
		Grouping				
		Listere con sour /				
		-Heterogeneous/ Mixed Ability		Leadership Team Level		
		Grouping				
				-Leadership Team		
		-Individualized		determines what specific		
		Work/Independent		data will be reported to the		
		Study		Leadership Team.		
		-Whole Class				
		Instruction				
L						

-Pairs or Partners	-Leadership Team determines and maintains a		
	school-wide data system to		
	track student progress.		
A attan Stand			
Action Steps			
Plan	-PLC facilitator shares data with the Problem Solving		
Teacher Planning	Leadership		
-Using data	Team.		
from previous			
assessments and			
daily classroom	-MTSS uses data to		
performance/	evaluate the effectiveness		
work, teachers	of strategy implementation,		
plan Differentiated Instruction	supplemental instruction for		
groupings and	targeted students and future		
activities for	professional development		
the delivery of	for teachers.		
new content in			
upcoming lessons.	F		
Specifically, PLCs			
use the checklist/			
self-assessment			
from Successful Teaching in The			
Differentiated			
Classroom to plan			
their lessons :			
Do I give my			
students:			
Different ways to			
take in information			
Different			
amounts of time to			
complete the work			
Different			
assignments			

depending on ability, readiness, comprehension level, learning		
preferences/styles, and interests.		
-Different types of assessments		
For all students, do I:		
Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study.		
Create a variety of activities and tasks that allows students to explore concepts and standards in different ways.		
-Give students choices in some of their learning activities.		
For High Performing, Gifted, Honors and Advanced Students, do I:		
Make modifications to ensure students are challenged with higher-level		

	1		1
thinking activities.			
-Use curriculum			
compacting,			
independent study,			
and extension			
activities where			
appropriate			
appropriate			
For Lower Ability			
and Students			
with Learning			
Difficulties:			
Difficulties:			
-Assess specific			
skills and			
knowledge that			
need remediation			
and utilize a variety			
of strategies to help			
students in these			
areas.			
For English			
Language			
Learners:			
Use gestures,			
visuals and			
graphic organizers			
graphic organizers when explaining			
when explaining			
concepts			
Guard C an 11			
-Specifically			
pinpoint and teach			
the academic			
language these			
students need to			
learn in order to			
complete a task.			
-Recognize			
cultural/			
experiential			
differences, and			
unitoreneos, and			

	when feasible		
	includes these in		
	units and examples.		
	units and examples.		
	(EET Rubric 4d,		
	4e)		
	+e)		
	-Teachers use		
	student data		
	(formative		
	assessments,		
	common		
	assessments,		
	daily work, etc.),		
	student interests,		
	and student		
	learning styles to		
	plan appropriate		
	Differentiated		
	Instruction lessons		
	that meet the		
	individual needs of		
	all students in the		
	all students in the		
	classroom. (EET		
	Rubric 1b)		
	PLCs identify the		
	associated ability and		
	essential skills and		
	learning targets		
	for the upcoming		
	unit of instruction.		
	DI Ca anaman tha		
	PLCs answer the		
	question, "What do		
	we want students		
	to loom 9" (FET		
	to learn?" (EET		
	Rubric 1e, 4d)		
	PLCs identify		
	the common		
	assessment for the		
	upcoming unit of		
	instruction DLCa		
	instruction. PLCs		
	are answering the		
·	· · · ·		

prestion; "How do we kaw if they have learned it?" Do/Check Zearborn in the Classroom	 ·		 	
bave learned it?"   Do/Check   Teachers in the:   Classram.   -Teachers   implement   lesons using   Differentiated   Differentiated   Istructure   esons using   Differentiated   Basel on the data,	question, "How do			
bave learned it?" Do/Check <i>Teachers ta the Classroam</i>	we know if they			
Do/Check       Teachers In the Classroom.         - Teachers mitplement lessons using Differentiated Instruction Retwinks. (BET Rubric 3e)       Image: Classroom in the class of the clas of the class of the clas of the class of t	have learned it?"			
Image: Second matrix         Classroom         -Trachess         implement         Lessons using         Differentiated         Instruction         activities (EFT         Rubric 3:0         -At the end of         the unit, teachers         give a common         assessment         dentried from the         core curriculum         matrix-1. (EET         Rubric 3:0         Check/Act         Implement         Assessment         Implement         Implement         Implement         assessment         Implement         Rubric 3:0         Check/Act         Implement         Implemen				
Image: Second matrix         Classroom         -Trachess         implement         Lessons using         Differentiated         Instruction         activities (EFT         Rubric 3:0         -At the end of         the unit, teachers         give a common         assessment         dentried from the         core curriculum         matrix-1. (EET         Rubric 3:0         Check/Act         Implement         Assessment         Implement         Implement         Implement         assessment         Implement         Rubric 3:0         Check/Act         Implement         Implemen				
Image: Second second				
Image: Second matrix         Classroom         -Trachess         implement         Lessons using         Differentiated         Instruction         activities (EFT         Rubric 3:0         -At the end of         the unit, teachers         give a common         assessment         dentried from the         core curriculum         matrix-1. (EET         Rubric 3:0         Check/Act         Implement         Assessment         Implement         Implement         Implement         assessment         Implement         Rubric 3:0         Check/Act         Implement         Implemen				
Image: Classroom       -Teachers         Image: Teachers       -Teachers	Do/Check			
Image: Classroom       -Teachers         Image: Teachers       -Teachers				
Image: Classroom       -Teachers         Image: Teachers       -Teachers				
Teachers implement lessons using Differentiated Instruction activities. (EET <b>Rubric 3c)</b> At the end of the unit, teachers give a common assessment dentified from the core curriculum material. (EET <b>Rubric 3d)</b> <b>Check/Act</b> <u>Teachers/PLCs.</u> <i>ifter the Common</i> <u>Assessment</u> <u>Teachers/PLCs.</u> <i>ifter the Common</i> <u>Assessment</u> <u>Teachers/PLCs.</u> <i>ifter the Common</i> <u>Assessment</u> <u>Teachers pring</u> their common <u>assessment</u> data to their PLCs.	Teachers in the			
implement lessons using Differentiated Instruction activities. (EET Rubric 3C) -At the end of the unit, teachers give a common usessment identified from the core curriculum material. (EET Rubric 3d) Check/Act Teachers/PLCs ther the Common Assessment Easternation Session of the Common Assessment Teachers PLCs ther the Common Assessment data to their PLCs.	<u>Classroom</u>			
implement lessons using Differentiated Instruction activities. (EET Rubric 3C) -At the end of the unit, teachers give a common usessment identified from the core curriculum material. (EET Rubric 3d) Check/Act Teachers/PLCs ther the Common Assessment Easternation Session of the Common Assessment Teachers PLCs ther the Common Assessment data to their PLCs.				
implement lessons using Differentiated Instruction activities. (EET Rubric 3C) -At the end of the unit, teachers give a common usessment identified from the core curriculum material. (EET Rubric 3d) Check/Act Teachers/PLCs ther the Common Assessment Easternation Session of the Common Assessment Teachers PLCs ther the Common Assessment data to their PLCs.	-Teachers			
Lessons using       Differentiated         Instruction       nettvities. (EET         Rubric 3c)       -At the end of         the unit, teachers       give a common         assessment       identified from the         correct/Act	implement			
Differentiated Instruction netivities. (FET Rubric 3c) -At the end of the unit, teacherss give a common assessment identified from the core curriculum material. (EET Rubric 3d) Check/Act Teachers/PICs ufter the Common Assessment Assessment Teachers bring their common assessment data to their PLCs.				
Instruction activities (EET Rubrie 3c) -At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubrie 3d) Check/Act <u>Teachers/PLCs</u> <u>differ the Common- disessment</u> Teachers bring their common assessment data to their PLCs.	lessons using			
At the end of   At the end of   the unit, teachers   give a common   assessment   check/Act   Teachers/PLCs   differ the Common   assessment   Teachers bring   their common   based on the data,	Differentiated			
At the end of   At the end of   the unit, teachers   give a common   assessment   check/Act   Teachers/PLCs   differ the Common   assessment   Teachers bring   their common   based on the data,	Instruction			
Rubric 3c)       -At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)         Check/Act	activities. (EET			
At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)   Check/Act   Teachers/PLCs after the Common Assessment data to their PLCs.	Rubric 3c)			
he unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d) Check/Act Teachers/PLCs after the Common Assessment Teachers bring their common assessment data to their PLCs.				
he unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d) Check/Act Teachers/PLCs after the Common Assessment Teachers bring their common assessment data to their PLCs.				
give a common assessment identified from the core curriculum material. (EET Rubric 3d) Check/Act <u>Feachers/PLCs</u> <u>after the Common</u> <u>Assessment</u> Teachers bring their common assessment data to their PLCs.	At the end of			
assessment   identified from the   core curriculum   material. (EET   Rubric 3d)     Check/Act   Teachers/PLCs   after the Common   Assessment   Assessment data to   their PLCs.   Based on the data,	the unit, teachers			
assessment   identified from the   core curriculum   material. (EET   Rubric 3d)     Check/Act   Teachers/PLCs   after the Common   Assessment   Assessment data to   their PLCs.   Based on the data,	give a common			
identified from the core curriculum material. (EET Rubric 3d) Check/Act Teachers/PLCs after the Common dssessment_ Teachers bring their common assessment data to their PLCs.	assessment			
core curriculum   material. (EET   Rubric 3d)     Check/Act <i>Teachers/PLCs. after the Common. Assessment.</i> Teachers bring   their common   assessment data to   their PLCs.   Based on the data,	identified from the			
material. (EET   Rubric 3d)     Check/Act   Teachers/PLCs   after the Common   Assessment				
Rubric 3d)   Check/Act   Teachers/PLCs   after the Common   Assessment   Teachers bring   their common   assessment data to   their PLCs.	core curriculum			
Check/Act         Teachers/PLCs.         after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,	material. (EET			
Check/Act         Teachers/PLCs.         after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,	Rubric 3d)			
Teachers/PLCs.         after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,	, , , , , , , , , , , , , , , , , , ,			
Teachers/PLCs.         after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,				
Teachers/PLCs.         after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,				
Teachers/PLCs.         after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,				
after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,	Спеск/Аст			
after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,				
after the Common         Assessment         Teachers bring         their common         assessment data to         their PLCs.         Based on the data,	Teachers/PLCs			
Assessment	after the Common			
Teachers bring their common assessment data to their PLCs. Based on the data,	<u>uner me Common</u>			
their common assessment data to their PLCs. Based on the data,	Assessment			
their common assessment data to their PLCs. Based on the data,				
their common assessment data to their PLCs. Based on the data,	Teachers bring			
assessment data to their PLCs. Based on the data,	their common			
Based on the data,	assassment data to			
Based on the data,	assessment data to			
Based on the data, teachers reflect on	ineir PLCs.			
Based on the data, teachers reflect on				
Based on the data, teachers reflect on				
Based on the data, teachers reflect on				
teachers reflect on	Based on the data			
leachers reliect on least set of least set o	toochars reflect on			
	leachers reflect on			l

their own teaching.		
(EET Rubric 4a)		
(EET RUDIC 4a)		
PLCs teachers		
discuss the		
outcomes of		
their DI lessons		
and share the		
effectiveness of		
their lessons.		
After the		
assessment,		
teachers provide		
timely feedback		
and students use		
the feedback to		
enhance their		
loorning (EET		
learning. (EET Rubric 3d)		
Kubric Su)		
-		
Using the		
data, effective		
Differentiated		
Instruction		
strategies and		
techniques		
are identified,		
discussed, and		
modeled in order		
to implement		
techniques in future		
lessons. (EET 1c,		
1f, 4a, 4d, 4e)		
Based on the data,		
teachers plan future		

Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students.		
Administrators/ Leadership Team Through walkthroughs teachers are identified that excel in Differentiated Instruction strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e) _		
Classroom coverage is provided for teachers to attend demonstration classrooms.(EET 4e)		

		2013 Expected Level of Performance:*			
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 51% to 54%.					
	51%	54%			

I	1.0	1.2.	1.2.	1.2.	1.2.
	1.2.	1.2.	1.4.	1.4.	1.2.
		Gi landa?	X 71	T 1 T 1	2 2m Dan Maan
	-Knowledge of what		Who	Teacher Level	<u>2-3x Per Year</u>
		comprehension	Drin sin sl	Tasahamandara	
			-Principal	Teachers reflect on	
	the classroom.	standards increases		lessons during the unit	- Beginning of the Year Test
		through participation in	-APEI	citing/using specific	
		higher order thinking		evidence of learning and	
	-How to support		-Instructional Coach(es)	use this knowledge to	
	students when	techniques Webb's			-Mid-Year Test
	they struggle with	Depth of Knowledge	-Peer and Mentor Evaluators		
	questions.	to promote critical			
		thinking and problem-	<b>L</b>		-End of the Year Test
		solving skills. This		Teachers chart their	
		strategy will be		students' individual	
		implemented across		progress towards mastery.	
			-PLC logs turned		
	-		into administration.		
			Administration provides		
		or series of questions/	feedback.	PLC Level	
		prompts to challenge			
		students cognitively,		-PLCs calculate the	
		advance high level		average unit assessment	
				score for all their students	
				across the PLC per class/	
			during administration walk-	course.	
		Rubric 1e, 3b)	throughs.		
			-		
				-PLCs discuss how to	
		Action Steps	-EET formal evaluations	report and share the data	
				with the Leadership	
		Plan		Team.	
		Teacher PD for	-EET Pop-Ins (Admin and		
		General igher Order	Peer/Mentor)		
		General igner Order		Data is used to identify	
		Teachers attend school-		effective higher order	
		based professional		activities in future	
		development activities	-EET formal observtions	lessons.	
		on higher order	(Admin and Peer/Mentor)		
				Leadership Team Level	
		questioning strategies			
		and apply those		-Leadership Team	
		strategies in the	-EET informal	determines what specific	
				I ·	••

classroom.		data will be reported to the Leadership Team.
The Math Resource teacher will provide support in higher order strategies during the first and second semester. (EET 4d, 4e)		-Leadership Team determines and maintains a school-wide data system to track student progress.
Planning/PLCs Before the Lesson PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned it?"	2	-MTSS uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.
(EET Rubric 1f, 4d) Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. Teachers design highe order questions to increase rigor in lesson plans and promote	r	

talk.
(EET Rubric 1a, 1b,
1e, 1f, 3b, 4a, 4d)
re, 11, 50, 4a, 4u)
Within PLCs, teachers
plan and write for
higher order questions
inglicit order questions
in upcoming lessons. (EET Rubric 1a, 1b,
(EET Rubric 1a, 1b,
1c, 1e, 3b, 4d)
Do/Check
Teachers in the
Classroom
<u>Classroom</u>
During the lesson,
teachers frequently
ask higher order
questions. The teacher
responds to students'
correct answers by
confect answers by
probing for higher-
level understanding in
an effective manner.
(EET Rubric 1b, 3b,
<b>3</b> e)
During the lesson,
teachers successfully
engage all students in
the discussion. (EET
Rubric 1b, 3b, 3e)

	As a form of Differentiated Instruction students may formulate many of the high-level questions and ensure that all voices are heard. (EET <b>Rubric 3b</b> )		
	Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)		
	Teachers will utilize the Problem of the Week for all students.		
	At the end of the unit, teachers administer the common assessment.		
	Check/Act		
	<u>PLCs After the</u> Common Assessment		
	Teachers bring their common assessment data back to the PLCs.		
Hillsborough 2012			

Based on the data,
teachers reflect on their
own teaching. (EET
Rubric 4a)
Using the data,
effective higher
order strategies and techniques are
identified, discussed,
and modeled in order to
implement techniques
in future lessons.
(EET 1c, 1f, 4a, 4d,
4e)
After the assessment,
teachers provide timely
feedback and students
use the feedback to enhance their learning.
(EET Rubric 3d)
Administrators/
Leadership Team
Through walkthroughs
teachers are identified
that excel in higher
order thinking
questioning techniques/ Costa's higher order/
Webb's Depth of
Knowledge in order to
set up demonstration
classrooms. (EET 4d,
4e)

			Classroom coverage is provided for teachers to attend demonstration classrooms. (EET 4e)				
			The higher order strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	T	
	2.1.	2.1.	2.1.	2.1.	2.1.		
scoring Achievement	- Different grade	Stuatogra	W/h a	Teacher Level	2-3x Per Year		
Levels 4 or 5 in	levels may face	strategy:	<u>Who</u>				
mathematics.	challenges with		Teacher		Beginning of the Year Test		
	readiness of	Γ	reaction				
	students to work	Tier 1 – The	Principal	-Teachers reflect on lessons			
	independently or	purpose of this	Fillicipai	during the unit citing/using			
	in small groups.	strategy is to	APEI	specific evidence of learning	-Mid-Year Test		
		strengthen the	ALLI	and use this knowledge to			
		core curriculum.	Math Resource	drive future instruction			
	-Progress	Students' math			End of the Year Test		
	monitoring	skills will		-Teachers chart their			
		improve through		students' individual progress			
	are working	participation in	How Monitored	towards mastery.			
	independently.	lessons designed					
		to increase	-PLC logs turned	F			
		knowledge of	into administration.				
	- Understanding	depth and <u>rigor</u> of	Administration	—			
	of rigor needs to	content. Teachers	provides feedback.	PLC/Department Level			
		will also use the	L		During Grading Period		
		DOE links to the		-PLCs – Periodic (weekly			
		NGSSS/CCSSM		or bi-weekly) progress			
		highlighting the	-Classroom walk-	monitoring of assessment	-Chapter Assessments		
		depth and rigor of each of the	throughs observing	scores, daily teacher			
		benchmarks.	lessons designed with	observations, and response			
		Deneminarks.	rigor and depth.	through modification of			
				lesson plans based on data	-Benchmark Mini-		
		-			assessments		
		Action Steps		the number of students			
			-Evidence of strategy	demonstrating proficiency			
		Show teachers	in teachers' lesson	toward benchmark			
		how to access	plans seen during	attainment.			
		www.floridastanda	administration walk-				
		rds.org link.	throughs				
				-PLCs will review unit			
				assessments and chart the			
			-Elementary	increase in the number of			
		Model for teachers	-Elementary Mathematics (available	students reaching at least			
		how to use website.	from Flamontan, Math	80% mastery on units of			
			nom Elementary Math)	instruction.			
			Walk-through Form				
			5				
		In Math committee,					

· · · · · · · · · · · · · · · · · · ·					
	teachers will share		-PLC facilitator will share		
	ideas, challenges, -EET	T Pop-Ins (Admin	data with the MTSS		
		Peer/Mentor)			
	inclusion of rigor.				
	inclusion of figor.		-		
			_		
	-EET	T formal			
	Teachers will obse	ervations (Admin	Leadership Team Level		
	utilize multiple and l				
			- MTSS will review		
	resources to		assessment data for positive		
	provide student		trends at a minimum of once		
	driven enrichment		per Grading Period.		
	learning tasksEET	T informal	per Gradning i eriod.		
	(Example: project- obse				
	(Example: project observed)				
	based learning) Peer	r/Mentor)			
	PLCs write				
	SMART goals				
	SIVIAR I goals				
	based on each				
	Grading Period				
	of material. (For				
	example, during				
	the first Grading				
	Period, 75% of the				
	students will score				
	an 80% or above				
	on each unit of				
	instruction.)				
	instruction.				
	As a Professional				
	Development				
	activity in their				
	DI Ca tasahara				
	PLCs, teachers				
	discuss specific				
	benchmarks being				
	addressed in				
	class and how to				
	increase the rigor				
	of the benchmark				
	in classroom.				
	Teachers will also				

	· · · · · · · · · · · · · · · · · · ·	 	 
	use the DOE links		
	to the NGSSS		
	highlighting the		
	depth and rigor of each of the		
	of each of the		
	benchmarks.		
	Teachers		
	implement the		
	lessons with depth		
	and rigor strategies		
	discussed in their		
	PLCs.		
	Teachers		
	implement		
	the common		
	assessments.		
	Teachers bring		
	assessment data		
	back to the PLCs.		
	Using the data,		
	teachers discuss		
	the effectiveness of		
	the rigor and denth		
	the rigor and depth strategies that were		
	implemented.		
	implemented.		
	Based on data,		
	PLCs use the		
	problem-solving		
	process to		
	determine next		
I	ļ		

	21%	24%			
on the 2013 FCAT Math will increase from 21% to 24%.					
The percentage of students scoring a Level 4 or higher					
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
		-			
		-			
		content.			
		content trainings to increase their knowledge of math			
		Teachers will attend district math			
		work in the PLC logs.			
		PLCs record their			
		steps of rigor and depth lesson planning.			

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
students making learning	<sup>3.1.</sup> SEE 1.1		3.1.	3.1.	3.1.		

<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
60	63			
points	points			

3.2.	3.2.	3.2.	3.2.	3.2.
Time	The purpose of	this Who	Teacher Level	2-3x Per Year
	strategy is to str			<u> </u>
	the core curricu		-Teachers reflect on	-Beginning of the Year Test
	Students' vocab		lessons during the unit	
-Partici	st entire knowledge and		citing/using specific	
faculty.	scontine .		evidence of learning and	-Mid-Year Test
lucuity.	the <u>5-day Voca</u>		use this knowledge to	
	Instructional R		drive future instruction.	
	which includes:	-Reading Resource		
	ners vary in			-End of the Year Test
	edge in how	Teacher		
	th vocabulary		-Teachers chart their	
in an o robust	ongoing, -time specified		students' individual	
lobust			progress towards mastery.	
	inat is embedde	d in text-PLC Facilitators		
	-activities that in	nclude	F	
-Teach	ners vary all learning mod		PLC Level	
	wledge	How Monitored	<u>i Le Levei</u>	During Grading Period
regardi			PLCs will review	
technic	ques and familiar to stude		evaluation data bi-	
	gies for like a workshop		monthly at PLC meetings.	-Common assessments (pre,
	vely teaching	Administration provides		post, mid, section, end of
vocabu	ulary, other -utilize word wa	alls feedback.		unit)
than lo	ook it up in			
the dic	ctionary.		Leadership Team Level	
	Action Steps	-Classroom walk- through	5	-Projects
Teach	ners may	observing the 5-day Vocabulary Instructional	- PLC facilitator will	
	ow how	Routine	share data with the	
	Administer tead		MTSS. The MTSS/	
	briate words training/resourc		ReadingLeadership Team	
to teach			will review assessment	
		ort plan <u>E</u> vidence of strategy in	data for positive trends at	
		teachers' lesson plans seen		
		during administration walk		
		throughs.		
	Schedule trainir			
	plan for resourc	ees.		
		-EET formal evaluations		
				<u> </u>

monitoring/evaluation tools for measuring vocabulary.	-EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor)		
words to use for the	-EET informal observation(Admin and Peer/Mentor)		
Begin whole class implementation of the 5-day Vocabulary Instructional Routine, using Tier 2 words.			
Grade level PLCs reconvene after 2 weeks to discuss progress of implementation.			
As a Professional Development activity in their PLCs, teachers discuss the 5-day Vocabulary Instructional Routine implementation.			
Assess students with identified progress			

			monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction.				
			PLCs share ideas/ struggles of how to use word walls effectively.				
			PLCs record their work in the PLC logs.				
		2.2	2.2	2.2	2.2	2.2	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	3.3. Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	33. Student Evaluation Tool	3.3.	

4. FCAT 2.0: Points for	4.1.		A 1	4.1.	4.1.	
students in Lowest 25%	7.1.	4.1. Strategy:	4.1. <u> </u>	τ.1.	τ.1.	
making learning gains in				Teacher Level	2-3x Per Year	
making learning gains in mathematics.		F	Who	reacher Lever		
mathematics.	Not knowing	Students'		-Teachers reflect on lessons		
	how to analyze	comprehension	-Principal	during the unit citing/using		
	data.	of course content/		specific evidence of learning	Beginning of the Year Test	
		standards increases	-APEI	and use this knowledge to		
		through teacher's	-Math Resource	drive future instruction.		
		use of data to	Teacher		-Mid-Year Test	
	Lack of	inform instruction.	reacher			
	knowledge	Specially,	-Peer Mentors and			
	of how to implement F-	teachers use on-	Evaluators	-Teachers calculate their	End of the Year Test	
	CIM	going progress		students' progress towards	Life of the Four Fost	
	CIIVI	monitoring		80% mastery of skills.		
		data (FCAT,				
		district formative	How			
	Inconsistent	assessments,		-Teachers keep track of	During Grading Period	
	implementation	baseline, mid- year, nine week	-PLC logs turned	their students' individual		
	across grade	assessments,	into administration.	progress.		
	levels	semester exams,	Administration provides feedback.			
		curriculum	provides reedback.		- Mini Assessments	
		assessments and				
		daily class work)				
		to plan and deliver	-Evidence of strategy			
		mini-lessons and	in teachers' lesson	PLC Level		
		<u>mini-assessments.</u>	plans seen during	TT-in a distingli in a state of a second		
			administration walk-	-Using the individual teacher data, PLCs calculate the		
		Action Steps:	throughs.	80% mastery data across all		
				classes/courses for each mini		
		Γ		assessment.		
		Plan	EET former 1			
			-EET formal evaluations			
		Planning/ PLCs	e valuations			
		Before the Lesson		- For each class/course,		
				PLCs chart their overall		
		- Grade level	-EET Pop-Ins (Admin	progress towards the		
		PLCs will identify	and Peer/Mentor)	SMART Goal.		
		students in the	, ,			
		lowest 25% not				
		making annual		-After each assessment,		
		learning gains.	-EET formal	PLCs will ask the following		
Hillsharaugh 2012	<u> </u>					

i i	1.				
			questions:		
		Peer/Mentor)			
	PLCs identify	Ì	1. Are there skills that need		
	essential tested		to be re-taught in a whole		
s	skills/standards/	l	esson to the entire class?		
	penchmarks for -EET	ET informal			
			2. Are there skills that need		
r i i i i i i i i i i i i i i i i i i i	need reinforcement Peer/	r/Mentor)	to be re-taught as mini-		
	and/or remediation.		lessons to the entire class		
	EET Rubric 1b,	r	using a different teaching		
		l	using a dijjereni teaching		
	lc, 4a, 4d)	l	technique?		
			3. Are there skills that need		
			to re-taught to targeted		
	Teachers discuss	S	students?		
	now to correlate				
r	mini lessons with	4	4. How do we report and		
	core curriculum.	s	share our results with the		
			Leadership Team?		
	- Based on the				
	data, PLCs				
ρ	levelop a one-two				
V	week projected				
	timeline/calendar				
f	for teaching the				
e	essential skills				
8	and/or standards				
c	covered in the core				
	curriculum. (EET				
	Rubric 1b, 1e, and				
	4d)				
) j ľ	,				
	Utilizing				
	nstructional				
	calendars with all				
s	students				

r			
	-Teachers discuss		
	strategies for		
	teaching the mini		
	lessons.		
	Do/Check		
	Teachers in the		
	reachers in the		
	Classroom		
	-Teachers		
	implement the mini		
	lessons and mini		
	assessments to the		
	whole group or		
	targeted students.		
	largereu sindenis.		
	Check/Act		
	Teachers/PLCs		
	<u>after the Mini-</u>		
	<u>Assessments</u>		
	-Teachers bring		
	assessment data		
	back to the PLCs.		
	(EET Rubric 4d)		
	-Based on the data,		
	teachers reflect on		
	their own teaching.		
	(EET Rubric 4a)		
	-As a Professional		
	Development		
	activity in their		
	DI Ca taaahara		
	PLCs, teachers		
	use the mini		
	assessment data		
	and classroom		

i		ii		İ
	assessments to			
	adjust the mini-			
	lesson timeline/			
	calendar.			
	-If needed			
	Differentiated			
	Instruction			
	mini-lessons/			
	assessments are			
	given to targeted			
	students as Tier 1			
	interventions.			
	-Based on mini			
	assessment data,			
	skills are moved			
	to a maintenance			
	or re-teaching			
	schedule. (EET			
	Rubric 1b, 3c, 3e,			
	A 1)			
	4d)			
	-After the			
	assessment,			
	teachers provide			
	timely feedback			
	and students use			
	the feedback to			
	the feedback to			
	enhance their			
	learning. (EET			
	Rubric 3d)			

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 69 points to 72 points.							
	69	72					
	points	points					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							

Math Goal #5:					
satisfactory progress in mathematics		5A.1.	5A.1.	5A.1.	
	SEE 3.2, 4.1				

Math Goal #5A:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
The percentage of White					
students scoring proficient/					
satisfactory on the 2013 FCAT					
Math will increase from 58%					
to 62%.					
The percentage of Black					
students scoring proficient/					
satisfactory on the 2013 FCAT					
Math will increase from 33% to 40%.					
10 40 /0.					
The percentage of Hispanic					
students scoring proficient/					
satisfactory on the 2013 FCAT					
Math will increase from 57% to 61%.					
W 0170.					

White: 58%	White:62%		
Black:33%	Black: 40%		
Hispanic:57%			
Asian:	Hispanic:61%		
American Indian:	Asian:		
	American Indian:		

The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoingTier 2/3:WhoTeacher Level2-3x Per YearNumber of the specific skill weaknesses of the students or collect data on an ongoingFire 2/3:PrincipalELP Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.Beginning of the Year TestNumber of the specific skill weaknesses of the students or collect data on an ongoingFire 2/3:Number of the Year TestNumber of the specific skill weaknesses of the students or collect data on an ongoingNumber of the Year TestNumber of the Year TestNumber of the specific skill weaknesses of the students or collect data on an ongoingNumber of the Year TestNumber of the Year TestNumber of the specific skill weaknesses of the students or collect data on an ongoingNumber of the Year TestEnd of the Year Test	
(ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.Students' Math skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level.Principal Principal-ELP Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instructionBeginning of the Year Test-Beginning of the Year Test-Mid-Year Test	
weaknesses of the students or collect data on an ongoing basis.       ELP supplemental instruction on targeted skills that are not at the mastery level.       evidence of learning and use this knowledge to drive future instruction.         -Mid-Year Test       -Mid-Year Test	
basis. mastery level. <u>How Monitored</u> Administrators will review	
Note 1 and a disc Officer 11 and a state of the state of	
direct correlation direct correlation direct correlation used between their students progress direct correlation teachers and ELP teachers towards 80% mastery of between what the - Classroom teachers outlining skills that need skills.	
in the regular with the ELP teachers - Mini Assessments classroom and the regarding specific skills instruction received that students have not -Teachers keep track	
during ELP. mastered. Teachers will identify weaknesses and communicate such weaknesses to the ELP	
-Minimal teacher. communication between regular	
and ELP teachers. -ELP teachers identify lessons for students that target specific	
skills that are not at the mastery level. -Data collected through mini assessments will be	
- Students attend ELP sessions twice per week.	
- Progress monitoring data will be collected	

			by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. <i>Be</i> <i>sure to describe the</i> <i>communication process</i> <i>between regular and</i> <i>ELP teachers.</i>				
			When the students have mastered the specific skill, they are exited from the ELP program.				
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Disadvantaged students not making satisfactory progress in mathematics.	<sup>5B.1.</sup> SEE 1.1, 4.1, 5A.	5B.1.	5B.1.	5B.1.	5B.1.		

Mathematics Goal #5B: The percentage of Economically Disadvantaged	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 48% to 53%.							
	48%	53%					
				5B.1.	5B.1.	5B.1.	
		5B.3.			5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	<sup>5C.1.</sup> SEE 1.1, 4.1, 5A.2		5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 50% to 55%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50%	55%					
			5C.2.		5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		fidelity 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.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						
						5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

**Mathematics Professional Development** 

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

Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
HotTalk Cool Moves	K-5	Shanann Young, Jack Fahle	Will be offered K-5	By November 2012	Walk throughs, informal observations	Principal, APEI, Math Resource Teacher
Mini Tech Trainings	K-5	Shanann Young	Will be offered K-5	By December 2012	Walk throughs, informal observations	Principal, APEI, Math Resource Teacher

End of Mathematics Goals

Science Goals	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient (Level	NT / 11	с	x 71	Teacher Level	2-3x Per Year	
3-5) in science.	- Not all teachers know	<u>Strategy:</u> Tier 1 – The	<u>Who</u>		2-3x Per Year	
	how to identify	$\frac{11}{100} = 1 = 110$	- Principal	Teachers will review classroom	District level base line	
	misconceptions	strategy is to	1 molpui	and district assessments in order	assessment, midyear	
	and depth	strengthen the	- APEI	to drive instruction.	assessments, end of	
		core			year assessment.	
	knowledge	curriculum.			,	
		Students will		PLC/Department Level		
		develop		i Der Department Dever		
		nrahlan	Uaw	Science PLCs will review and		
		solving and	How	chart assessments.		
		creative	PLC logs turned into			
		thinking skills	administration			
	teachers are	while		Leadership Team Level		
		constructing				
		new		Leadership teams will share	During Grading Period	
		knowledge.	-Evidence of strategy in	ways to analyze and use data	During Grading Period	
		To achieve this	teachers' lesson plans	effectively in order to drive		
	dates available		seen during administrative	instruction.		
	by the district.	teachers will	walk-throughs.		Chapter Assessments	
		increase the number of			T 1 1 (	
		inquiry based			Teacher observation	
		instruction			Science Journal/	
	-Not all teachers are	(such as	-Classroom walk-throughs		Interactive Notebooks	
	knowledgeable		observing inquiry based			
		engagement,	instruction.			
	strategies of	explore time,				
		accountable				
	instruction such					
	as engaging	order				
	the students,	questioning)				
	explore time,	per unit of				
	accountable	instruction.				
	talk, higher					
	order					
	questioning,					
	etc.					
		Action Steps:				
		L.				
	N. ( .11 DL C	Teachers				
		will attend				
U.U.I	meetings	District Science				

include regular maining discussion of and share student data information and/or the with their implementation VL Cs. of the inquiry model. As a Protestional Protection of advectional events of the student of the start stranging kill levels their PLCS, with the use of the starting, researching, and neutronic modeling data. Teachers matter matte				
discussion of and share student data information und/or the verth their implementation/PLCs. of the impuiry model. - Teachers are Development is variage activity in skill levels beir PLCs, with the use of kenchers spend achievement is sharing, securitely eaching, and unalyse student functioning accurately eaching, and unalyse student functioning attrategies.	include regular	training		
sudent data indo the with hier inplementation of the inquiry nodel. A s a 'resistinal investina	discussion of	and share		
and/or the implementation of the inquiry nodel. - Caschers are bevelopment at varying skill levels with the use of vectors spend activety factured activety factured activety factured				
Implementation PLCs. ordel. As a Professional Professi	and/or the	with their		
of the inquiry model.       As a professional profession				
indel.       Na         ivacional       ivacional         ivacional       ivacional         ivarine       exivityi         ivarine       exivityi         ivarine       exivityi         ivacional       exivityi         ivarine       exivityi         ivarine       exicityi         ivarine       exicityi         ivarine       exicityi         ivacity       exicityi <td>implementation</td> <td>PLCs.</td> <td></td> <td></td>	implementation	PLCs.		
A a Professional         Professional         Varying         skill leves	of the inquiry			
A a Professional         Professional         Varying         skill leves	model.			
Professional       Professional         rapping       existive         scients       no         scients       existive         scients       existive<				
Professional       Professional         recenters no       Revelopment         nt varying       netivity inc         skill levels       Hein PLCs         with the use of       teachers spend         achievement       teachers, and         netivity inc       teaching, and         netivity inc       teaching, and         native status       niguity based         native status       niguity based         nistruction       nistruction         nis a common		45.2		
Teachers are bevelopment activity in skill level their PLOs, with the use of eachers spend active met accurately exacting, accurately exacting, accurately exacting, accurately industry analyze student modeling analyse students attate, arstruction strategies. Teachers instruct instruction strategies. Teachers instruct instruction strategies.		Drofossional		
at varying hetivity in heir PLCs, heir PLCS,				
skill levels       heir PLCs,         with the use of reachers spend       ime sharing,         series to       researching,         cecurately       excharting,         accurately       modulug         analyze student       modulug         instruction       strategies.         data.       instruction         strategies.       strategies.         value       researching,         using the core       strategies.         using the core       using the core         using the core		Development		
with the use of leachers spend neliviewneut inne sharing, scries to rescurching, necurately teaching, and maly ze students instruction strategies. Teachers instruct students using the core curriculum and inquiry based instruct students using the core curriculum and inquiry based instruct strategies. Teachers instruct students using the core curriculum and inquiry based instruct instruct strategies. Teachers instruct students using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1–4) district test as a comon usessement identified from the core	at varying	activity in		
with the use of leachers spend neliviewneut inne sharing, scries to rescurching, necurately teaching, and maly ze students instruction strategies. Teachers instruct students using the core curriculum and inquiry based instruct students using the core curriculum and inquiry based instruct strategies. Teachers instruct students using the core curriculum and inquiry based instruct instruct strategies. Teachers instruct students using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1–4) district test as a comon usessement identified from the core	skill levels	their PLCs,		
achireyment       instarting,         series to       escarching,         accurately       teaching, and         inalyze student-modeling       instruction         instruction       instruction         strategies.       strategies.         instruct       strategies.         instruct       strategies.         instruct       strategies.         instruct       strategies.         instruct       strategies.         instruction       strategies.         instruct       strategies.         instruction       strategies.         instruct       strategies.         instruction       strategies.	with the use of	teachers spend		
series to reserving. accurately accurately data. induye sudern instruction strategies.	achievement	time sharing		
accurately acching, and analyze student modeling inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core	achievement	rassorrahing		
analyze student       modeling         indury based       instruction         instruction       strategies.         Feachers       instruct         instruct       students         using the core       curriculum and         inquiry based       instruct         instruct       students         using the core       curriculum and         inquiry based       instruction         instruction       struction         istruction       s				
data. inquiry based instruction strategies. Teachers instruct students using the core curriculum and instruction strategies. Teachers use the beginning of the year (grades 1-4) district test assessment identified from the core	accurately	teaching, and		
instruction         strategies.         Teachers         instruct         instruct         students         using the core         curriculum and         inquiry based         instruction         strategies.         Teachers use         the beginning         of the year         (grades 1-4)         district test         as a common         assessment         identified         from the core	analyze student	modeling		
instruction         strategies.         Teachers         instruct         instruct         students         using the core         curriculum and         inquiry based         instruction         strategies.         Teachers use         the beginning         of the year         (grades 1-4)         district test         as a common         assessment         identified         from the core	data.	inquiry based		
Image: strategies.       Image: strategies.         Image: strateg		instruction		
Teachers using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core		strategies		
instruct students using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core		strategies.		
instruct students using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core				
instruct students using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core				
instruct students using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core				
students using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core				
students using the core curriculum and inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core		instruct		
using the core         curriculum and         inquiry based         instruction         strategies.         Teachers use         the beginning         of the year         (grades 1-4)         district test         as a common         assessment         identified         from the core		students		
curriculum and         inquiry based         instruction         strategies.         Teachers use         the beginning         of the year         (grades 1-4)         district test         as a common         assessment         identified         from the core		using the core		
inquiry based instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core		aurriculum and		
Instruction strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core				
strategies. Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core		inquiry based		
Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core				
Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core		strategies.		
the beginning of the year (grades 1-4) district test as a common assessment identified from the core		-		
the beginning of the year (grades 1-4) district test as a common assessment identified from the core				
the beginning of the year (grades 1-4) district test as a common assessment identified from the core				
the beginning of the year (grades 1-4) district test as a common assessment identified from the core		Taaahara waa		
of the year (grades 1-4) district test as a common assessment identified from the core				
(grades 1-4) district test as a common assessment identified from the core		the beginning		
(grades 1-4) district test as a common assessment identified from the core		of the year		
district test as a common assessment identified from the core		(grades 1-4)		
as a common assessment identified from the core		district test		
assessment identified from the core				
identified from the core				
from the core				
		identified		
curriculum				
		curriculum		

		1.2.	1.2.	1.2.	1.2.	1.2.	
	40%	43%					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 40% to 43%.							
The percentage of the last	Level of Performance:*	Level of Performance:*					
Science Goal #1:	2012 Current	2013 Expected Level of					
		instruction strategies.					
		next steps of planning inquiry based					
		the problem- solving process to determine					
		Based on data, PLCs use					
		data back to the PLCs.					
		Teachers bring assessment					
		material, in order to drive instruction.					

	1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement	Tasahara	Charlente?	Who	Taaahan Lawal	2-3x Per Year	
Levels 4 or 5 in science.	- Teachers	Students' comprehension		Teacher Level		
		of course	Principal	-Teachers reflect on lessons	District level base line	
	understanding	content/	F	during the unit citing/using	assessment, midyear	
	how to use	standards	APEI	specific evidence of learning	assessments, end of	
		increases		and use this knowledge to	vear assessment.	
		through	Peer Mentor and	drive future instruction.	, ,	
	questioning.	participation	Evaluators	diffe future instruction.		
		in <u>higher</u>				
		order thinking				
	- PLC meetings			-Teachers chart their		
	do not focus	questioning	How	students' individual progress		
	on higher order		Teachers encourage	towards mastery.		
	questioning	W1112 D 1	participation of all	2		
	strategies for	of Knowledge/	students in Science			
	upcoming	to promote	students in Science			
	lessons.	critical thinking	Olympics and Science Fair	PLC Level	During Grading Period	
		and problem-	Stymptes and Setence I an			
		solving		-PLCs calculate the average		
		skills. This		unit assessment score for all	Classroom assessments	
	-Not all	strategy will be	PLC logs turned into	their students across the PLC		
	leachers	implementeu	administration.	per class/course.		
	are able to	across all				
	attend HOTS	content				
	trainings.	areas. For		DL Ca diamag ham to annot		
			Evidence of strategy in	-PLCs discuss how to report		
			teachers' lesson plans	and share the data with the Leadership Team.		
		implement a variety	seen during administration	Leadership Team.		
		or series of	walk-throughs.			
		questions/				
		prompts to		Data is used to identify		
		challenge		effective higher order		
		students	Classroom walk-throughs	activities in future lessons.		
		cognitively,	observing this strategy.	detryffies in future fessons.		
		advance high				
		level thinking				
		and discourse,		Leadership Team Level		
		and promote				
		meta-cognition.		Leadership Team determines		
		(EET Rubric		what specific data will be		
		1e, 3b)		reported to the Leadership		
				Team.		
		(EET Rubric		what specific data will be reported to the Leadership		

i	i i	i i		
	Action Steps			
		Leadership Team determines		
	Plan	and maintains a school-wide		
		data system to track student		
	Teacher PD	progress.		
	Inquiry –Based			
	Instruction			
	(Inquiry	MTSS uses data to evaluate		
		the effectiveness of		
	Teachers attend	strategy implementation,		
	rahaal haaad	supplemental instruction for		
	and families al	targeted students and future		
	professional	professional development for		
	uevelopment	teachers.		
	activities on	louonors.		
	inquiry based			
	strategies and			
	apply those			
	strategies in the			
	strategies in the			
	classroom.			
	Planning/PLCs			
	Before the			
	Lesson			
	PLCs identify			
	the common			
	assessment for			
	the upcoming			
	unit of			
	instruction.			
	PLCs answer			
	the question			
	"How do we			
	know if they			
	have learned			
	it?" (EET			
	Rubric 1f, 4d)			

 i	 	
Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.		
Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.		
(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)		
<b>Do/Check</b> <u>Teachers in the</u> <u>Classroom</u> During the lesson, teachers		

frequently ask		
higher order		
questions.		
The teacher		
responds to		
tesponds to		
students'		
correct answers		
by probing for		
higher-level		
understanding		
understanding in an effective		
manner. (EET		
Rubric 1b, 3b,		
$\frac{1}{2}$		
3e)		
During the		
lesson, teachers		
successfully		
engage all		
students in the		
discussion and		
students		
formulate many		
of the high-		
level questions		
and ensure that		
all voices are		
heard (FFT		
heard. (EET		
Rubric 1b,		
3b, 3e) (EET		
Rubric 3b)		
Students are		
provided with		
opportunities		
to reflect on		
classroom		
discussion		
and discourse		
to increase		

		understanding of learning.					
Science Goal #2:	2012 Current Level of	2013Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 6% to 9%.							
	6%	9%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

# Science Professional Development

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

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of		
Inquiry Based Instruction	K-5	PLC Leader PLC Facilitator	PLC	meetings) Bi-Monthly PLC	Classroom Walk-Throughs	Principal
metreeten		1 dointator			PLC Logs	APEI
Science Fair	K-5	Science Contacts	Schoolwide	September/October	Classroom Walk-Throughs	MTSS Principal
		Contacto			School Science Fair	APEI
						MTSS
Science Olympics	K-5	Science Contacts	Schoolwide	September/October	Classroom Walk-Throughs	Team leaders Principal
		Contaoto				APEI
						MTSS
						Team Leaders

End of Science Goals

# Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	-	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	1 1	1.1.	1.1.	1.1.	1.1.	
at Achievement	1.1.	1.1.			1.1.	
	NT-4 -11 41	C4	Who		Student menthly	
	Not all teachers know how to plan	Strategy	who		Student monthly demand writes/formative	
in writing.		Students' use of	Teacher	steps in the strategies column	assessments	
	lessons with a focus	mode-specific	reaction		ussessments	
		writing (i.e.	Principal		-Student daily drafts	
	writing.	Narrative and	Ē		,	
		Informational) will	APEI		-Student conferences	
	Not all teachers	improve through				
	know how to review		Resource Teacher		-Student portfolios	
		Workshop/daily				
	determine trends and		PLCs			
		a focus on mode-	District (Writing Toom			
	drive instruction.	specific writing.	District (Writing Team, Supervisors, Writing			
	-All teachers need		Resources, Academic Coaches,			
	training to score		and DRTs)			
	student writing	Action Steps				
	accurately during	1				
	the 2012-2013	-Based on baseline				
	school year using	data, PLCs write				
	information provided					
	by the state.	for each Grading	How Monitored			
		Period. (For example, in fourth	PLC loss			
		grade, during	-FLC logs			
		the first Grading	-Classroom walk-throughs			
		Period, 50% of the	Chabitooni Walit anoughb			
		students will score	-Elementary Writers'			
		4.0 or above on the	Workshop Walk-through			
		end-of-the Grading	Checklist for HCPS			
		Period writing				
		prompt.)	-Smile/Star conference logs			
		Plan:				
		-Professional				
		Development for				
		updated rubric				
		courses				
		-Professional				
		Development				
		for instructional				
		delivery of mode-				
		specific writing				
		-				

-Using data identify tre	a to		
identify tre	nds and		
drive instru	ation		
unve msut			
Do:			
D0.			
-Data-drive	en PLCs		
-Daily/ong teacher mo	oing		
taaahar ma	daling		
teacher mo	dening		
and studen	t		
application	of		
appropriate	e mode-		
specific w	iting		
specific wr based on te			
based on te	eaching		
points (e.g. elaboration	craft,		
elaboration	l,		
convention	s etc)		
convention			
<b>D</b> 1 /			
-Daily/ong	oing		
conferenci	ng		
via Smile /	Star		
Interviews	AND		
Touch and	Ca		
I ouch and	60		
~			
Check:			
Review of	daily		
drafts and	scoring		
drafts and s monthly de	mond		
monthly de	anang		
writes			
-PLC discu	issions		
and analys	is of		
	ting to		
student wri determine	ung to		
determine	trends		
and needs			
Act:			
1 1			
-Receive a	dditional		
professiona			
professiona	11 , ·		
developme	nt in		

		1.3.		1.3.		1.3.	
	72%	<b>90%</b>	1.2.	1.2.	1.2.	1.2.	
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 72% to 90%.							
Writing/LA Goal #1:	2012 Current Level of Performance:*	with colleagues 2013 Expected Level of Performance:*					
		improvement -Share effective teaching techniques					
		-Plan ongoing monitoring of the solution(s) and next steps for student					
		-Spread the use of effective practices across the school based on evidence shown in the best practice of others					
		-Utilize district resources					
		areas of need (e.g. Moodle course)					

## Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC or PD Activity	1					
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic		PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
TD Content / Topic	Subject	1 D Pacificator	TD Tarticipants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader	school-wide)	meetings)		
Writing Expectation Overview	K-5					Administration/Resource Teachers
		Valdez	K-5 teachers	October	Observations/Walk-throughs	
FCAT 2.0 Rubric training	2-5					APEI/Resource Teachers
Star Conferences	3-5	District	2-5teachers	ongoing	Observations/Walk-throughs	Administration/Resource Teachers
		Valdez	3-5 teachers	November	Observations/Walk-throughs	

### End of Writing Goals

# Attendance Goal(s)

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

1. Attendance 1	.1	1.1.	1.1.	1.1.	1.1	
M wvi ab or se or th ati to ati	Aost students vith significant bsences (10 r more) have erious personal r family issues nat are impacting ttendance. Lack of time o focus on ttendance Lack of staff o focus on ttendance	Team along with other appropriate staff will meet every monthly to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained	APEI will run Attendance/ Tardy meetings monthly with appropriate personnel APEI will maintain data base Social Worker Guidance Counselors	and subset of MTSS will	Monthly Attendance repor	

Attendance Goal #1:	2012 Current	2013 Expected			
	Attendance Rate:*	Attendance Rate:*			
The attendance rate will					
increase from 94% in					
2011-2012 to					
96% in 2012-2013					
The number of students					
who have 10 or more					
absences throughout					
the school year will					
decrease from <u>74</u> in					
2011-2012 to <u>50</u> in					
2012-2013.					
2012 2015.					
-The number of					
students who have 10					
or more unexcused					
tardies to school					
throughout the school					
year will decrease					
from <u>155</u> excused &					
unexcused					
in 2011-2012 to <u>100</u>					
excused and					
	94%	96%			
	2012 Current	2013 Expected			
	Number of Students	Number of Students			
	with Excessive	with Excessive			
	Absences	Absences			
	(10 or more)	(10 or more)			
	(10 of more)	<u>10 01 morej</u>			
1					

7		50					
Nur Stud	mber of dents with	2013 Expected Number of					
Exc	cessive Tardies	Students with Excessive Tardies					
		<u>(10 or more)</u>					
1:	55	100					
			reaches 15 days of unexcused absences and/ or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent- administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/ her attendance/tardies.	1.2.		1.2.	
		1.3.	Classroom monthly perfect	1.3.	1.3.	1.3.	
			attendance posters				

Professional Development (PD) aligned with

Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		Womoning
Attendance intervention F plan	K-5		Classroom teachers	Bi monthly	Classroom attendance and intervention packets	APEI, Social Worker, Guidance Counselor.

### End of Attendance Goals

# Suspension Goal(s)

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

<b>1. Suspension</b> <sup>1.1.</sup>	. 1.1.	1	.1.	1.1.	1.1.	
There comr wide and r appro class	ere needs to be Chara nmon school- le expectations imple d rules for addre: propriate wide of ssroom and ru navior. these staff s discus provid staff i for tea reinfo	rracter Counts	MTSS "behavior" ubgroup		1.1. Suspension data	

Suspension Goal #1: The total number of In- School Suspensions will be less than 5 in 2012-2013	In –School	2013 Expected Number of In- School Suspensions			
The total number of students receiving In-School Suspension will be less than 5					
The total number of Out-of-Suspensions will decrease from 16 in 2011-2012 to 10 in 2012-2013.					
-The total number of students receiving Out- of-School Suspension will decrease from 9_in 2011-2012 to _5_in 2012-2013.					
	3	<5			

			1				
	012 Total Number	2013 Expected					
01	f Students	Number of Students					
<u> </u>	uspended	Suspended					
Ir	n-School	In -School					
	<b>`</b>	<b>~5</b>					
	2	<5					
20	012 Number of	2013 Expected					
	Out-of-School	Number of					
	uspensions						
		Out-of-School					
		Suspensions					
]	16	10					
20	012 Total Number	2013 Expected					
oi	f Students	Number of Students					
	uspended	Suspended					
0	Out- of- School	Out- of-School_					
Ĕ		out of sensor					
<b> </b>							
	0	5					
P	,	3					
		1.2. Data indicates	1.2.MTSS "Managing and	1.2.MTSS "behavior"	1.2. MTSS "Managing	1.2. Suspension data	
		that there is wide			and Motivating"	-	
		variation in the	will review data and make	- 1	subgroup will review		
			recommendations to the		data on Office		
			MTSS for additional		Discipline Referrals		
			training in classroom		(ODRs) and out of		
			management for teachers		school suspensions		
			in need (e.g., CHAMPS		monthly in targeted		
			training)		classrooms		
<b>├</b> ─── <b>├</b>		1.3.	1.3.	1.3.	1.3.	1.3.	
		1.2.	1.5.	1.5.	1.5.	1.5.	

## **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.	Carda Laval/			Tanat Data and Sala dalar	Start on fra Frilling on Mariteria	Denom og Desition Denomovikle for
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Champs Training	K-5	PLC Facilitator	School-wide	On going	PLC meeting agendas and discipline logs.	MTSS

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1:							
	level of Parent	2013 Expected level of Parent Involvement:*					
Enter narrative for the goal in this box.							
		1.2. 1.3.		1.2. 1.3.		1.2. 1.3.	
		1.5.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Parent Involvement Goal #2:			2.1.	2.1.	2.1.		
Enter narrative for the goal in this box.	level of Parent	2013 Expected level of Parent Involvement:*					
		2.1.				2.1. 2.1.	

## Parent Involvement Professional Development

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

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

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

1. Health and Fitness	1.1.	1.1.	1.1.	1.1.	1.1.	
Goal						
	Students come	Elementary	Principal	Classroom walk-throughs	PACER test	
	to school	students will	· F		component of the	
	without health	engage in		Class schedules	FITNESSGRAM	
	fitness activity	150 minutes			PACER for assessing	
		of physical	- The Physical Education		cardiovascular health	
	-Students with	education per	teachers' schedules reflect			
	major health	week in grades	sixty (60) minutes of the			
	problems (hear	kindergarten	mandated 150 Minutes			
	conditions)		of Elementary Phys. Ed.			
	G (		The Classroom teachers'			
	-Support		document in their lesson			
	of parents		plans the remaining			
	for healthy lifestyles		ninety (90) minutes of			
	mestyles		"Supplemental" physical			
	-Teachers lack		education that students have per week. This			
	health and		is also reflected in the			
	fitness		Master Schedule.			
	intile55		waster Schedule.			

	2012 G	D010 E / 1			1		
Health and Fitness Goal #1:	2012 Current	2013 Expected					
	Level :*	Level :*					
During the 2012-2013 school							
year, the number of students							
scoring in the "Healthy Fitness							
Zone" (HFZ) on the Pacer							
for assessing aerobic capacity							
and cardiovascular health will							
increase from 49% on the							
Pretest to 59% on the Posttest.							
	49%	59%					
	ע/ לק	5770					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		See 1.1	Health and physical				
			activity initiatives				
			developed and	- H.E.A.R.T. team.	H.E.A.K.I. team or	- PACER test component of the	
			implemented by the			FITNESSGRAM PACER for	
			school's H.E.A.R.T. team		notes/agendas	assessing cardiovascular health.	
			or principals' designee (ie)				
			Running club for students,				
			Zumba for staff.				
			Lumba 101 Starr.		1		

1.3.	1.3.	1.3.	1.3.	1.3.	
See 1.1					
	- Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 Minutes of Elem. Physical Education "Resources" folder on IDEAS.	Teacher		- PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	

## 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.	Crada Laval/			Transf Datas and Salashala	Starte an far E diaman Maritania	Denom er Desitier Denomasikle for
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Teacher Directed PE K	(-5	Nault	Grade Level PLCs	October/November	PLC logs & TDPE Activities	Nault & Administration

# 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 Achieveme nt				S 77	
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

<b>1. Continuous</b> 1.1.	1.1.	. 1	1.1.	1.1.	1.1	I	
Improvement Goal							
•		N	Who	MTSS will review PLC	During grading period		
				logs and Webb's Depth of			1
					-Students' written		1
is has		olement			responses reflecting		1
	dational a va		APEI		use of vocabulary		1
		series of estions/	Instructional Coach(es)	2012 School Climate Survey	taught		l
	r thinking pror		Instructional Coach(es)	2012 School Chinate Survey			,
quest		llenge -	Peer and Mentor				, 1
4.000			Evaluators		-Students' writing		, 1
	cogi	nitively,			samples reflecting use		, 1
	adva	ance high	_		of vocabulary taught.		, 1
Teach		el thinking					, 1
	ning ahead and		How				,
	igher and r thinking meta	l promote	PLC logs turned				, 1
	tions and		nto administration.				, 1
quest	egies.		Administration provides				,
Struc	egies.		feedback.				, 1
							, 1
							, 1
		e Reading					, 1
			Evidence of strategy in				, 1
	teac	cher will t	eachers' lesson plans				, 1
	prov	vide supports	seen during administration walk-throughs.				,
		itegies	waik-unougns.				1
	thro	bughout the					1
		ool year					1
			EET formal evaluations				, 1
			EET Pop-Ins (Admin and				
			Peer/Mentor)				
		-	EET formal observatios				l
			Admin and Peer/Mentor)				l
							l
							l

			-EET informal				
			observation(Admin and				
			observation(Aumin and				
			Peer/Mentor)				
	a a 1 a - a - a - a - a - a - a - a - a	2012 E 1					
Continuous Improvement	2012 Current	2013 Expected					
<u>Goal #1:</u>	Level :*	Level :*					
Gour #1.							
The percentage of <i>teachers</i>							
who strongly agree with the							
indicator that "The teachers							
that I work with deliver lessons							
that I work with deliver lessons that consistently include higher							
1 11 11 11 12							
order thinking skills" $\operatorname{will}$							
increase from <u>28.6</u> % in							
2012to <u>38.6</u> % in 2013.							
2012to <u>38.0</u> % III 2013.							
				-			
	20 (0/	20 (0/					
	28.0%	38.6%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2	1.2	1.2	1.2	1.2	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Continuous Improvement Goals Professional Development** 

Professional Development (PD) aligned with

Strategies throug Professional Learning Community (PLC or PD Activity						
Please note that each Strategy does not require a professional development o PLC activity. PD Content /Topic		PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Higher Order Thinking	K-5	Reading Coach and Resource Teachers	Grade Level PLCs	Ongoing bi-monthly	PLC logs, administrative walk throughs and observations	Resource teachers and Administration

End of Additional Goal(s)

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

# NEW Reading Florida Alternate Assessment Goals

A. Florida       A.1.       A.1.       A.1.       A.1.       A.1.         Alternate       Assessment:       Students scoring       proficient in       reading (Levels 4-9).       9).         Policient in grading Goal A:       2012 Current       2013 Expected       2013 Expected       2013 Expected         Reading Goal A:       2012 Current       2013 Expected       2014 Expected       2014 Expected         NA       Performance *       Performance *       Performance *       Performance *								
Assessment:         Students scoring         proficient in         reading (Levels 4-         9).         Reading Goal A:         2012 Current         Level of         Performance**         Performance**         Performance**		A.1.	A.1.	A.1.	A.1.	A.1.		
Assessment:         Students scoring         proficient in         reading (Levels 4-         9).         Reading Goal A:         2012 Current         Level of         Performance:*         Performance:*	Alternate							
Students scoring       proficient in         reading (Levels 4-       ).         9).	Assessment:							
proficient in reading (Levels 4- 9).       Image: Specific state in the specific sta	Students seering							
reading (Levels 4- 9).       9).         Reading Goal A:       2012 Current Level of Performance.*         Performance.*       Performance.*	Students scoring							
9). Reading Goal A: 2012 Current Level of Performance:* Performance:*	proficient in							
9). Reading Goal A: 2012 Current Level of Performance:* Performance:*	reading (Levels 4-							
Reading Goal A:     2012 Current Level of Performance:*     2013 Expected Level of Performance:*	9).							
Level of Level of Performance:* Performance:*	,							
Level of Level of Performance:* Performance:*								
Level of Level of Performance:* Performance:*								
Level of Level of Performance:* Performance:*								
Level of Level of Performance:* Performance:*								
Level of Level of Performance:* Performance:*								
Level of Level of Performance:* Performance:*								
Level of Level of Performance:* Performance:*								
Level of Level of Performance:* Performance:*	Destine Cert A.	2012 Current	2012 Exported					
Performance:* Performance:*	Reading Goal A:	Level of	Level of					
		Performance*	Performance:*					
NA		r errormance.	r errormanee.					
	INA							
			4.2	4.2	4.2	1.2	4.2	
A.2. A.2. A.2. A.2. A.2.			A.2.	A.2.	A.2.	A.2.	A.2.	
A.3. A.3. A.3. A.3. A.3.		1	A 3	A 3	A 3	A 3	A 3	

<b>B. Florida</b>	B.1.	B.1.	B.1.	B.1.	B.1.		
Alternate							
Assessment:							
Percentage of							
students making							
Learning Gains in							
reading.							
_							
Reading Goal B:	2012 Current	2013 Expected					
	Performance:*	Level of Performance:*					
NA							
		B.2.	B.2.	B.2.	B.2.	B.2.	
		В.3.	B.3.	В.3.	B.3.	B.3.	

# NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition			

Students speak in English and derstand spoken English at grade evel in a manner similar to non-	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
evel in a manner similar to non- ELL students.			Who and how will the fidelity be	How will the evaluation		
ELL students.			monitored?	tool data be used		
				to determine the effectiveness of strategy?		
C. Students scoring	1.1.	1.1.	1.1.		1.1.	
roficient in Listening/ peaking.						
	See Reading					
	See Reading Goal 1.1,					
	1.2, 4.1,					
	5A.2					

CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 47% to 50%.	2012 Current Percent of Students. Proficient in Listening/Speaking:					
	47%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		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.	2.1.	2.1.	2.1.	2.1.	2.1.	
	See Reading					
	Goal 1.1, 1.2. 4.1.					
	1.2, 4.1, 5A.2					

CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 28% to 31%.	2012 Current Percent of Students Proficient in Reading :					
	28%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non- ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
	See Reading					
	Goal 1.1, 1.2, 4.1,					
	5A.2					

CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 26% to 29%.	2012 Current Percent of Students Proficient in Writing :			
	26%			
			2.2. 2.3	2.2. 2.3

## **NEW Math Florida Alternate Assessment Goals**

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

	F.1.	F.1.	F.1.	F.1.	F.1.		
Alternate							
Assessment:							
Students scoring							
at in mathematics							
(Levels 4-9).							
Mathematics Goal F:	2012 Current	2013 Expected					
	Level of Performance:*	2013 Expected Level of Performance:*					
	Ferformatice.	Feriorinance.					
NA							
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		
<u>Mathematics Goal</u> <u>G:</u>	Level of	2013 Expected Level of Performance:*					
NA							
						G.2. G.3.	

## NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem- Solving Process to			
Hillsborough 2012 Rule 6A-1.099811				

Revised July, 2012

	Increase					
	Student					
	Achieveme					
	nt					
	_					
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
achievement data, and reference to	Barrier				Tool	
"Guiding Questions", identify and			Who and how will the fidelity	How will the evaluation tool		
define areas in need of improvement			be monitored?	data be used to determine the		
for the following group:				effectiveness of strategy?		
J. Florida Alternate	J.1.	J.1.	J.1.	J.1.	J.1.	
Assessment: Students						
scoring at proficient in						
science (Levels 4-9).						
science (Levels 4-9).						
Science Goal J:	2012 Current	2013 Expected				
	Level of	Level of				
	Performance:*	Performance:*				
NA						
	Enter numerical	Enter numerical				
	data for current level of	data for expected level of				
	current level of performance in this	performance in				
	box.	this box.				

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

# NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem- Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
	M.1.	M.1.	M.1.	M.1.	M.1.	

Writing Goal M: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		M 2	M 2	M 2	MO	M 2	
						M.2. M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

STEM Goal #1:	1.1	1.1	1.1	1.1	1.1
Implement the STEM Robotics Program with each 5 <sup>th</sup> grade class.	Robotics. Willingness of teachers to attend support PLCs.	Robotics Lesson, fifth grade Math Science teachers will plan together as a team to ensure each lesson is taught with fidelity.		Administrative and Resource teacher walk-throughs	Students will keep track of math and science lessons learned though Robotics in their Robotics Notebook.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

## **STEM Professional Development**

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
District Robotics PLC 5		PLC Leader District personnel	5 <sup>th</sup> grade	meetings) monthly	Implementation of program in classrooms	Math Resource Teacher

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	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:	1.1.	1.1.	1.1.	1.1.	1.1.
	people willing to share their career with students.	Great American Teach-In and schedule 4 <sup>th</sup> and 5 <sup>th</sup> grades for each type of career scheduled to speak. 4 <sup>th</sup> grade students will visit One Buc Place to learn about the administrative careers within major sporting organizations. 5 <sup>th</sup> grade students will visit JA Biz Town and will be actively involved in career role play while there.	APEI Guidance Counselor	be kept to ensure students are exposed to careers.	Students will write reflections of speakers and their careers. Students will write reflection of learning experience while on field trips.
	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 Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

### Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
JA Biz Town update 5	i	PLC Leader Stumbo	5 <sup>th</sup> grade teachers	meetings) Prior to field trip TBD	Implementation of curriculum prior Alto field trip.	PEI

End of CTE Goal(s)

## **Differentiated Accountability**

#### School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	□Prevent

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

### School Advisory Council (SAC)

#### SAC Membership Compliance

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

### □ Yes No

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

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

Final Amount Spent		