Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Crestwood Elementary	District Name: Hillsborough County
Principal: Rosalind Daigneault	Superintendent: Mary Ellen Elia
SAC Chair: Kyra Gooding/Katherine Johnson	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains,
		Certification(s)	Current School	Administrator	Lowest 25%), and AMO progress along with the associated school
Principal	Rosalind Daigneault	M.A. Reading Education	<3 yrs	7.5 yrs	year) 11/12: C Crestwood
Timeipai	Rosanna Daigneauit	W.A. Reading Education	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	7.5 yis	11/12. C Crestwood
		B.A. Elementary Ed.			10/11: B 79% AYP Crestwood
		Certifications:			09/10: B 82% AYP Crestwood (2 nd Semester)
		Early Education			
		ESOL			
		Supervision Ed.			
		Leadership School			
		Principal (All Levels)			
Assistant	Mary Vreeman	M. S. Educational	4	4	11/12: C Crestwood
Principal		Leadership and			
		Supervision			10/11: B 79% AYP Crestwood
		Elementary Ed. 1-6			09/10: B 82% AYP Crestwood
		ESOL			

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 Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated
				Instructional Coach	school year)
Reading	Mary Ballard	B.A. (K-6)	4	5	11/12 C Crestwood
		M.A. Adult Education			10/11 B 79% AYP Crestwood
		ESOL			09/10 B 82% AYP Crestwood
Reading	Soraya Flores-Romero	B.A. (1-6)	12	2	11/12 C Crestwood
		ESOL			10/11 B 79% AYP Crestwood
					09/10 B 82% AYP Crestwood
Writing	Amy O'meara	B.A. Art & Design	2	2	11/12 C Crestwood
		M.A. Elementary Ed. (1-6)			10/11 B 79% AYP Crestwood
					09/10 B 82% AYP Crestwood
Math	Margaret Berridge	B.A. Elementary Ed. (1-6)	9	7	11/12 C Crestwood
		Gifted			10/11 B 79% AYP Crestwood
					09/10 B 82% AYP Crestwood
Technology	Helene Severt	B.A. Elementary Ed. (1-6)	24	15	11/12 C Crestwood
		Gifted, ESOL			10/11 B 79% AYP Crestwood
					09/10 B 82% AYP Crestwood

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	Principal/APE1	June	
2. MAP/TIF	District Staff/Principal	June	
3. Pay for Performance	Principal	June	
4. District Mentor Program	District Mentors	Ongoing	
5. District Peer Program	District Peers	Ongoing	
6. School-based teacher recognition program	Principal	Ongoing	
7. Opportunities for teacher leadership	Principal	Ongoing	
8. 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.	
6- highly qualified for Elementary Education position	Working on ESOL Endorsement; PLCs will provide support by discussing specific strategies for ELL
	students during PLC meetings
Out of field for ELL	
	Has completed coursework for ESOL Endorsement; In the process of adding to certificate
1- highly qualified for Elementary Education position	has completed coursework for ESOL Endorsement, in the process of adding to certificate
1- fighty quantica for Elementary Education position	
Out of field for ELL	
0 00 00 000 000 000	

Staff Demographics

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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)).

To tal Nu m ber of In str uc tio nal Sta	% of Fir st-Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie nce	% of Te ach ers with 6-14 Yea rs of Exp erie	% of Te ach ers with 15+ Yea rs of Exp erie nce	% of Te ach ers wi th Ad van ced De gre	% Hi gh ly Qu alif ied Te ac her s	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Ce rtif ied Te ac her	ES OL End orse d
ff 84	6 %	24 % (20)	39 % (33	31 % (26)	25 % (21	10 0 % (8 4)	2% (2)	1 % (1)	76 % (64)

Teacher Mentoring Program

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

Mentor	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
			Activities

Lisa Williams Kaitlyn Bush, Elizabeth Cole, Erin Orozco, Andrew Holzbog, Abby Randall, Valeria Lucio- Garcia, Trisha Mille	Lisa Williams is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, coteaching, analyzing student work/data, developing assess ments, conferencing and problem solving.
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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
N/A
Title I, Part D
N/A

Title II N/A Tritle III Services are provided through the district for education materials and ELL, district support to improve the education of the immigrant and English Language Learners. Title X - Homeless N/A Supplemental Academic Instruction (SA1) SA1 funds will be coordinated with Title 1 funds to provide summer school, reading coaches, and extended learning opportunity programs. Violence Prevention Programs N/A Nutrition Programs We provide a free breakfast for all students and 90% of our students receive free/reduced lunch. Housing Programs N/A Head Start N/A Adult Education N/A Adult Education N/A Career and Technical Education N/A Other- SES Our school will provide afterschool tutoring services two days per week in the areas of Reading, Math and Science.	
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Head Start N/A Adult Education N/A Career and Technical Education N/A Job Training N/A Other- SES	Housing Programs
Head Start N/A Adult Education N/A Career and Technical Education N/A Job Training N/A Other- SES	
N/A Adult Education N/A Career and Technical Education N/A Job Training N/A Other- SES	
Adult Education N/A Career and Technical Education N/A Job Training N/A Other- SES	Head Start
Adult Education N/A Career and Technical Education N/A Job Training N/A Other- SES	N/Λ
N/A Career and Technical Education N/A Job Training N/A Other- SES	
Career and Technical Education N/A Job Training N/A Other- SES	
N/A Job Training N/A Other- SES	N/A
Job Training N/A Other- SES	Career and Technical Education
Job Training N/A Other- SES	
N/A Other- SES	
Other- SES	Job Training
Other- SES	N/Λ
Our school will provide afterschool tutoring services two days per week in the areas of Reading, Math and Science.	
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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rtl)

School-Based MTSS/RtI Team Identify the school-based MTSS Leadership Team. The MTSS Leadership Team (Problem Solving Leadership Team- PSLT) includes: • Principal • Assistant Principal for Elementary Education • Grade Level Team Leaders School Psychologist • School Social Worker • Academic Coaches (Reading, Writing, Science) • Reading Resource Teacher • Academic Intervention Specialist • ESE Teacher • Technology Resource Teacher Media Specialist • ELL Resource Teacher (Note that not all members attend every meeting but are invited based on the goals for the meeting.)

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

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

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

- •Oversee the multi-layered model of service delivery (Tier1/Core, Tier 2/Supplemental, and Tier 3/Intensive)
- •Based on student data, recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match student's non-mastery of skills through:

Tutoring during the day in small group pull-outs in reading, math and science, WTS (Walk to Success)

- Extended Learning Programs during school
- Create school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels through PLC's and Instructional Leadership Meetings
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
- Implementation and support of PLCs
- Use of school-based Reinforcement Instructional Calendars, Formative Assessments and Progress Monitoring (PMRN)
- o Use of Formative Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- O Use of Common Core Assessments at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- 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 nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks at Report Card Reviews
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.

- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Instructional Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.
- Data conferences 3 times a year with Reading Coach and Reading Specialist

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

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2012-2013 school year and during preplanning for the 2012-2013 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicates that strategy implementation is showing a significant positive effect on student achievement.	
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The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.

- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
- o review and analyze screening and collateral data
- o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
- o develop and target interventions based on confirmed hypotheses
- o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
- o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
- o review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- o assess the fidelity of instruction/intervention implementation and other PS/Rti processes
- o PSLT and RLT will participate in the BRIDGES program to develop strategies on closing the achievement gap; strategies will be presented to the faculty for ongoing use in PLCs and PSLT meetings

MTSS Implementation

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

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources of management.

Core Curriculum (Tier 1)

Data Source	Database	Person(s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, Math, Science, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLC's, Individual teachers
Subject-specific assessments generated by District level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Benchmark Rosters	PSLT, PLC's, Individual teachers
EASY CBM for monitoring progress of struggling readers	District Data Base	Individual teachers, Reading Coach, and Psychologist
FAIR	Progress Monitoring and Reporting Network Data Collection Form	Reading Coach/Reading PLC Facilitator, and Reading Specialist
CELLA	Viewpoint (IPT)	ELL, PSLT Representative

Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Individual teachers, PSLT	
Mini-Assessments on specific tested benchmarks	Subject Area Generated Excel Database	Individual teachers	

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person(s) Responsible
Extended Learning Program (ELP)*	School Generated Database in Excel	PSLT/ELP Facilitator, ELP tutors, APE1
(see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) during the day	(Viewpoint)	
FAIR OPM	School Generated Database in Excel	PSLT/Reading Coach, APE1
Ongoing assessments within Intensive Courses	School Generated Database in Excel	PSLT/PLC/Individual teachers

EASY CBM Assessments	School Generated Database	Individual teachers/Resource teachers
Other Curriculum Based Measurement**(see below)	School Generated Database in Excel	PSLT/PLC's

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

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

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during pre-planning for the 2012-2013 school year. PSLT members who attended the district level MTSS trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

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

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal Rosalind Daigneault
- Assistant Principal for Curriculum Mary Vreeman
- Reading Coach -Mary Ballard
- Reading Resource Teachers- Soraya Flores-Romero, Patricia Bolt
- Media Specialist Katherine Johnson
- Writing Resource Teacher Amy O'Meara
- Grade Level Representatives (RLT) Rosario Arce, Terri Rougeou, Val Mercado, Debbie Jones, Holly Tabak, Stephanie Lewis, Jennifer Seals
- Technology Resource Teacher Helene Severt
- Math/Science Resource Teacher Peggy Berridge
- Academic Intervention Specialist- Patricia Bolt
- ESOL Resource-Melissa Hinton

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development of the school's instructional staff in "Bridges" in order to collaborate data visually within grade-level PLCs and vertical teams.
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going) in PLCs on a biweekly/monthly basis in order to discuss trends in data, strategies to help each other meet the varying needs of students, and professional support for new teachers.
- FAIR Data conferences with every teacher of reading after each FAIR Window in order to discuss progress, RtI strategies, and data-driven placement of all students in Walk to Success (Tier 2-3 Intervention) reading groups.

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 five 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. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is 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.

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 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.	
I .						
scoring proficient in		C((1)	N 71		2	
reading (Level 3-5).	1A.1	Strategy 1A	Who	Teacher Level	3x per year	
	T 1 C	This reading strategy	-Principal	-Teachers reflect on lessons during	- FAIR	
	-Lack of common	crosses all content		the unit citing/using specific		
	planning time	areas.	-AP	evidence of learning and use	2x per year	
	to discuss best practices before			this knowledge to drive future		
	the unit of	Students' reading	-Reading Coach	instruction.	DRA2	
	instruction.	comprehension will improve through	-Reading Resource Teacher	-Teachers monitor student's mastery	During the Grading Period	
	mstruction.	the use of the four	Reading Resource Teacher	of the four strategies (predicting,	During the Grading 1 criod	
	-Lack of common	strategies (predicting,	Peer and Mentor Evaluators	questioning, clarifying, and	-Student's Reading Responses	
	planning time	questioning, clarifying,		summarizing) that encompasses	(DRA2 rubric for summarizing,	
	to identify and	and summarizing) that		Reciprocal teaching by keeping a	responding, reflecting)	
	analyze core	encompass Reciprocal	**	progress monitoring checklist.	a. 1	
	curriculum	Teaching allowing students to perform close	How	-Teachers create and assess using	-Student work	
	assessments.		Coaching/Reading Resource	00.000	T In: 4 4 - 4 -	
	assessificitis.	(EET Rubric 3b, 3c,		weekly basis.	-Unit tests	
	-Lack of planning		Resource teachers will provide		CIM Aggaggment	
	time to create	1	feedback.	-Teachers will lead students through	-CIM Assessment	
I I	Reciprocal			performance tasks after close reading	ECAT 2.0 Spage	
	Teaching	A -4: C4 1 A 1	-Evidence of strategy in	a minimum of 2-3 times per grading	FICAT 2.0 Specs	
	assessments/	Action Step 1A.1	teachers' lesson plans seen during administration walk-	period.		
	rubrics	Curriculum support team	throughs.			
	i dorres	will provide Coaching/				
		Instructional Cycles	-EET Pop-Ins (Admin and	PLC Level		
		focusing on the use	Peer/Mentor)			
		of reciprocal teaching strategies that enable	-School-based informal walk-	-Using the individual teacher data, PLCs calculate the SMART goal		
		the reader to make	through form which includes	PLCs calculate the SMART goal		
			the school's SIP strategies.	data across all classes.		
		during close reading.				
		Initially, teachers will be		- For each class, PLCs chart their		
		identified to participate		overall progress towards the		
		in Coaching/Instructional Cycles in order to build		SMART Goal.		
		capacity at each grade		-Monthly, PLCs will ask the		
		level to create model		following questions:		
		classrooms.				
				1. How are we using data to inform		
				our instruction?		
		Plan		2. What barriers to implementation		
		1411		are we facing and how will we		
		Grade-level Team/PLC		address them?		
		Planning Before the				
		Lesson		3. To what degree are we making		
		Teams/PLCs answer the		progress towards our SMART goal?		
		question, "What do we		4. Are there skills that need to be re-		
		want students to learn?"		taught in a whole lesson to the entire		
		(EET Rubric 1e, 4d)		class?		
		-Teams/PLCs identify		5. Are there skills that need to be re-		

	the common assessment	taught as mini-lessons to the entire	
1	for the upcoming unit	class?	
1	of instruction. Teams/	1 1	
1	PLCs are answering	6. Are there skills that need to be re-	
	the question, "How do	taught to targeted students?	I
1	we know if they have	laugh to targeted statems:	
1	we know it they have	7 Harris da como contrata de da como com	
1	learned it?" Specifically,	7. How do we report and share our	
1	Teams/PLCs reflect on	results with the Leadership Team?	
1	the following questions:	1 1	
1		Leadership Team Level	
1	Does the assessment	1 1	
1	match the intended	-PLC facilitator/ Team Leader shares	
1	essential learning and	data with the Problem Solving	
1	learning targets?(EET	Leadership Team.	
1	Rubric 1f)		
1	1110716 13)	-Data will be used to plan for future	
1		supplemental instruction.	
1		suppremental instruction.	
 	[4		
	Are we going to use		
 	an assessment from	l _{st} Grading Period Check	
	our adopted content	and the state of t	
	materials? Will we		
1	use all the questions?	F I I	
1	Will we drop some of	L I I	
1	the questions? Do we	Г	
1	need to add additional	2nd Grading Period Check	
1	questions?		
1	questions:	<u> </u>	
1	If using a rubric, have		
1		F 1	
1	we come to consensus		
1	what each level of the	3rd Grading Period Check	
1	rubric looks like?		
1			
1	How will we involve	1 1	
1	the student in self-		
1	assessment and		
1	monitoring?		
 	I Š I		
	How will we collect		
	and track end-of-unit		I
 	assessment data in order		I
 	to evaluate student		I
 			I
	growth? (EET Rubric		I
	1f, 4d).		I
 			
 	-PLCs write a SMART		
 	goal for the upcoming		I
	unit of instruction.		l
	(For example, on the		l
 	first assessment of the		I
	grading period, 75% of		I
			l
	the students will score		l
	an 80% or above on		l
	each unit of instruction.)		l
	(EET Rubric 1c, 4d)		l
 			l

	-As a Professional			
	Development activity			
	in their PLCs, teachers			
	plan for Close reading			
	of complex text using	I		
	the complexity rubric to			
	hala than all of the start and			
	help them select text and			
	use data from previous			
	assessments to guide			
	student groupings.			
	Do/Check			
	Teachers in the			
	Classroom	I		
I	C14331 00/11	1		
	-Reading teachers	I		
	instruct students using	1		1
	the core commonly	1		
	the core curriculum,	I		
	incorporating effective	1		
	Reciprocal Teaching	1		
	strategies during close			
	reading of text during			
	shared, guided and			
	independent reading			
	discussed at their Team/			
	PLC meetings.			
	-At the end of the unit,			
	teachers give a common			
	assessment identified			
	from the core curriculum			
	mont the core curricularit			
	material and/or FCAT			
	2.0 Specs. (EET Rubric	I		
I	3d)	1		
	<u></u>	I		
	-Teachers will follow the	I		
	close reading model and	I		
I	use the text complexity	1		
	rubric to help them select	1		
	appropriately complex	1		
	text for their individual	1		
	class.	1		
		1		1
		I		
		I		
	Check/Act	I		
I	CHECK/ACT	1		
I	To not one /DLCs often the	1		
	Teachers/PLCs after the	1		
	Common Assessment	1		
		I		
	-Teachers bring	I		
I	assessment data back to	1		
	the PLCs. (EET Rubric	1		
I	3d, 4d)	1		
I		1		

Hased on the data, teachers reflect on their twin teaching (EET Rubric 4a) Based on the data, seachers disease Differentiated Instruction strategies that were effective. (EET Rubric 4a, 44) Hased on the data, teachers a) decide what Asilis need to be terson augit in a whole lesson for the entire class and o) decide what Asilis need to be moved to nimitelessons for the entire class and o) decide what Asilis need to be moved to nimitelessons for the entire class and o) decide what Asilis need to be moved from the entire class and o) decide what Asilis need to be supported students. (EET Rubric 4 and EET Rubric 4 and EET Rubric 4 and EET Rubric 5 and EET Rubric 6 and EET Rubric
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www teaching. (EET Rubric 4a) -Based on the data, teachers discuss Differentiated instruction strategies that were effective. (EET Rubric 4a, 4d) -Based on the data, teachers a) decide what skills need to be moved to minitesses to be moved to minitesses to be moved to minitesses and by decide what skills need to be moved to minitesses and by decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c) -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d) Whole Faculty -Throughout the school year, teachers participate to
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-Throughout the school year, teachers participate
year, teachers participate
year, teachers participate
year, teachers participate
in faculty SIP Reviews
where teachers showcase
effectiveness of the four
strategies (predicting,
questioning, clarifying,
and summarizing) that
encompasses Reciprocal
Feaching. (EET
Rubric 3b, 3c, and 3e)
KUUTIC 30, 3K, and 3C)
1A.3
Teacher Level
Action Step 1A.2
Teachers reflect on lessons during
voluntary lesson knowledge to drive future planning

	planning with K-5		and instruction.		
l	teachers on a weekly				
l l	basis. During planning,		-Teachers chart their students'		
1	teachers discuss and plan		individual progress towards mastery.		
		Who	' '		
	the close reading model		PLC Level		
		-Reading Coach	1 20 20,0.		
	Reciprocal Teaching	-Reading Coach	-PLCs discuss how to report and		
		D di D Tb	share the data with the Leadership		
		-Reading Resource Teachers			
	strategy crosses all		Team.		
	content areas.	-Instructional Coach(es)		3x per year	
-Teachers are			-Data is used to identify effective		
at varying	Plan	-Team	activities in future lessons.	- FAIR	
levels of using					
	Teacher PD	Peer and Mentor Evaluators.	Leadership Team Level	During the Grading Period	
l l	reacher PD			Buring the Grading Ferrod	
structures	m	How	-Reading Leadership Team	C4	
	The Reading Coach	F	determines what specific data will be	-Student work	
-Lack of common	and Reading Resource	-Sign-in sheets from lesson	reported		
planning time	teacher will provide	planning sessions.	reported	-Unit tests	
[uniterentiated close	pianing sessions.	-Reading Leadership Team		
	reading trainings to	Foldens of the Control		-CIM Assessment	
	teachers in K-5.	-Evidence of strategy in	determines and maintains a school-	-CIVI ASSESSMENI	
		teachers' lesson plans seen	wide data system to track student		
		during administration walk-	progress.	-Projects	
	reaction ramming	throughs.			
	-Discuss and plan ways		- Teachers meet with Reading Coach		
	to increase student	-EET Pop-Ins (Admin and	and/or Reading Resource Teacher in		
		Peer/Mentor)	FAIR data conferences to identify		
	practice and discussion	,	student needs and plan for data		
	of skills learned in the	-EET informal	driven instruction		
	lesson. (instead of lesson	observation(Admin and Peer/	arren instruction		
	being teacher centered)	Mentor)	-PSLT uses data to evaluate		
		Mentor)			
l	(EET Rubric: 1a, 1b, 4d)		the effectiveness of strategy		
			implementation, supplemental		
l		through form which includes	instruction for Tier II and Tier III		
	share the responsibility	the school's SIP strategies.	targeted students.		
	for developing and/				
	or providing resources	1st Grading Period Check	-Grade level PLC's use data to		
	for each component of		evaluate the effectiveness of strategy		
	the reader's workshop	Operational	implementation and supplemental		
	model in order to carry	2 · Coodina Porial Chad	instruction for Tier II targeted		
	out planned lessons	2nd Grading Period Check	students.		
		Operational			
	effectively.	Ореганопин			
		3rd Grading Period Check			
			1st Coo din - Donie d Charle		
		Operational	1st Grading Period Check		
	Do/Check	F			
			⊢		
	Teacher Actions in the				
	Classroom		L		
	Provide students with		2 nd Grading Period Check		
	Reciprocal Teaching				
	desk plates, bookmarks,				
	and/or access to Anchor		Γ		
	Charts.		F		
	70 1 · 1 ·		3 rd Grading Period Check		
	-Teachers implement		5 Grauing Feriou Check		

	the strategies in the			
	classroom ensuring the			
	pacing of the lesson is			
	appropriate, providing			
	students the time needed	F		
	students the time needed			
	to be intellectually	–		
	engaged in each stage.			
	(EET Rubric: 3a, 3c, 3e)			
	-Teachers provide timely			
	feedback to the Reading			
	Support Team and their			
	grade-level team to use			
	the feedback to enhance			
	their planning.			
	aicii piaiiiiig.			
	-Teachers will allow			
I	students the opportunity			
	to group of with the toyt			
	to grapple with the text			
	independently prior			
	to any modeling in			
	the text, thus allowing			
	the teacher to target			
	instruction at the points			
	of difficulty the students			
	demonstrated.			
	Check/Act			
	Teachers/PLCs			
	roadiloi siri Besi			
	-Teachers bring their			
	ideas, resources, and			
	planning tools to weekly			
	planning sessions in			
	order to collaborate			
	effective upcoming			
	lessons.			1
	-Based on student data,			
	teachers reflect on their			
	own teaching. (EET			
I	Rubric 4a)			
1				1
1				1
1				1
1	Administrators/Reading			
	Leadership Team			
	Deduciship Team			1
	-Lesson planning			
	strategies and techniques			
	strategies and techniques			
	are on the Leadership			
	Team's agenda in order			
1	to discuss strategy			
1	implementation,			
I	concentrating on barriers			
	and how they can be		 	

		overcome. Whole School -Common planning time is allotted every Monday from 1:30-3:30 to be scheduled according to grade-level team needs and objectives.			
Ttouring Gour 17 1.	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
	45%	55%			

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

	1.2.	1.2.	1.2.	1.2.	1.2.	
	1B.1	Strategy 1B	Who	Teacher Level	3x per year	
	-Teachers need more	This reading strategy	-Principal	-Grades 3-5 reading teachers	- FAIR	
I I	work in the area of	crosses all content areas.		will incorporate Comprehension		
	"guided practice" of the		-AP	Toolkit lessons during shared	-Benchmark Roster	
	lesson.	The purpose of this strategy		reading to engage and teach		
		is to strengthen the core	-Reading Coach	comprehension strategies.	During the Grading Period	
		curriculum. Students'				
		comprehension of course	-Reading Resource Teachers	-Teachers reflect on lessons	-Common assessments	
		content improves by		during the unit citing/using	(Comprehension Toolkit Assessment	
		participating in lessons where	-Peer and Mentor Evaluators	specific evidence of student	checklists)	
		teachers learn how to navigate		engagement and use this	,	
		the Gradual Release of	How	knowledge to drive future	-Reciprocal Teaching Think Sheets/	
		Responsibility depending on	l	instruction.	Charts	
		the needs of the student.	-Evidence of strategy in teachers'		l	
I		I	lesson plans seen during	-Teachers provide explicit	-Student work	
		Using the close reading	administration walk-throughs.	instructions and clearly stated	Student Work	
		model teachers will first	aummonumen want integris.	objectives for every lesson.	TT to a	
		release students to text for a	-EET formal evaluations	25,222.00 101 0.01, 1000011.	-Unit tests	
		first read while teachers listen	Committee Committee	-Teachers ask higher order	I	
			-EET Pop-Ins (Admin and Peer/	thinking questions and instruct	-CIM Assessment	
			Mentor)	using engagement tools for		
		note of their comprehension.	(vicitor)	multiple intelligences.		
		Then based on teacher	-EET formal observations (Admin	muniple intemgences.		
		observation the teacher will	and Peer/Mentor)	PLC Level		
		explicitly teach and model at	and recivientor)	I EC ECVCI		
		the points where the students	-EET informal observation(Admin	-PLCs discuss how to report		
			and Peer/Mentor)	and share the data with the		
		had the most difficulty.	and reci/ivientor)	Leadership		
			1st Grading Period Check	Leadership		
			Ist Grading I eriod Check	Team.		
		St	Emerging	ream.		
		Students will reread the		D-4- : 1 4- : 14:6664:		
		text for a specific task and	2nd Grading Period Check	-Data is used to identify effective		
		the teacher will "catch and	l	activities in future lessons.	I	
		release" the students as	Emerging	Landanskin Tanna Land	I	
		needed with as much student	3rd Grading Period Check	Leadership Team Level	l	
		independence as possible.	J. G. duing 1 Grow Check	I d-m-bin T d-t :	I	
1 1		VEET Deskeits, 1-, 11-, 2-, 2	Emerging	-Leadership Team determines	I	
		(EET Rubric: 1a, 1b, 3a, 3c,	1 "	what specific data will be	I	
		3e)	I	reported to the Leadership Team	I	
		A ation Ston 1D 1	l	-PSLT uses data to evaluate		
		Action Step 1B.1	I		I	
		Danding Summert Trees.	I	the effectiveness of strategy	I	
1 1		Reading Support Team	J	implementation, supplemental	I	
		introduces lesson plan guide at	4	instruction for targeted students	l	
		the lesson planning PLC. This	l	and future professional	l	
		lesson plan guide structures	l	development for teachers.	l	
		the Explicit, Modeled, Guided	l	1. Cuading Pariod Chash	l	
		and Independent instruction.	l	1st Grading Period Check		
		The teachers will learn how to	l			
		navigate between each	I	Γ	I	
			I	L	I	
		component of the gradual	I	1	I	
		release model as needed as	l	2nd Grading Period Check	l	
		opposed to moving through				

them in a linear fashion.		
Action Step 1B.2	F	
C	3rd Grading Period Check_	
Curriculum support team will provide Coaching/		
Instructional Cycles focusing		
on the implementation of		
gradual release of responsibly.		
Initially, teachers will be		
identified to participate in Coaching/Instructional Cycles		
in order to build capacity at		
each grade level to create		
model classrooms.		
Action Step 1B.3		
Implementation observations		
will occur at specific times		
during the reading block to		
observe the gradual release		
model. Informal anecdotal notes from observations will		
be used to collect information.		
Plan		
Teacher PD		
-Instructional coaches and		
key teacher leaders provide		
school-based professional development on how to		
navigate between the		
components of the gradual		
release model in order plan		
appropriately paced shared reading lessons that allows		
students sufficient opportunity		
to practice new skills using a		
research-based lesson format		
that promotes a Gradual		
Release of Responsibility and student independence. (EET		
Rubric: 1a, 1b, 3a, 3c, 3e)		
Planning/PLCs before the Lessons		
-Within PLCs, teachers		
brainstorm ideas for		
implementing the gradual release model of responsibility		
such as:		
Discuss and plan out how		
much time it will take for each		
component of the gradual		

cleans model within an apparating least on a concept control of the control of th			
specially and services of the control of the contro			release model within an
based on individual suckets exects (e.g., E.H. L. SE, AGP, a.C.) -Discuss specific gaided gaid on the comprehensive an approximation of the comprehensive an approximation of the comprehensive an approximation of the comprehensive and the com			incoming Jesson or concent
receive fag. 111.1, TSL, AGP, StC, J. -Diseass specific guided practice teaching strategies balar can be supplemented in Month of the Comprehension of the			apconning ressort of concept
Discuss specific guided synchrotic stacking strategies that can be implemented in algorithms from the protection of the			pased on individual student
			heeds (e.g.: ELL, ESE, AGP,
			etc.)
preside cauching strategies faut can be implemented in the control of the compensation			
preside cauching strategies faut can be implemented in the control of the compensation			Di
hat can be implemented in processing lessons such as a general pleasons such as a general pleasons such as the Comprehension I Toolk! - Discuss specific strategies for troving students in my such as: - Pecupical Teaching A-II - Thinking Secons *Thacking Secons *Thacking Secons *Turn and Talk - Discuss and plan ways to increase student practice and discussion of skills keemed in the lesson, intention of rescond recipies greater controlled by the student practice and discussion of skills keemed in the lesson, intention of rescond recipies greater controlled by the student practice and second recipies the student practice and second recipies the student practice and discussion of skills keemed in the lesson, intention of rescond recipies greater controlled by the student practice and second recipies the			Discuss specific guided
incoming lessons such as found in the Comprehension Foultal -Discuss specific antacigies for involving students in sentice participation in iscuming states as extra participation in iscuming states as experienced Teaching A-B Thinking Stems *Buddy Reading *FAB 4 *Turn and Talk -Discuss and plan ways to inconsist and inconsist in the service of			practice teaching strategies
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-Discuss specific strategies for involving students in active participation in learning such as: -Reciprocal Teaching A-B -Thinking Stems - Huddy Reading - FAB14 - Turn and Talk - Discuss and plan scaps to increase endbart practice and discussion of skills learned in the leason (instead of leason being tacaber centered) - ELT Robrics 1a, 1b, 40 - PLCs identify the common instead of leason being tacaber centered - ELT Robrics 1a, 1b, 40 - PLCs identify the common instead of the special properties and information of the properties and in the leason (instead of leason being tacaber centered) - ELT Robrics 1a, 1b, 40 - PLCs identify the common instead of the special properties and information of the properties of the leason is implement the gradual celouse model in the sharsoom ensuring the paring of the leason is imperiented by support and such states the irrespected to be medicelentally suggest and such states. The properties of the properties of the leason is improperties, providing students the irrespected to be medicelentally suggest and such states. The properties of the properties of the leason is imperiented to the properties.			nound in the Completicision
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Rubric: 3a, 3c, 3e)	I	1	needed to be intellectually
Rubric: 3a, 3c, 3e)		ĺ	lengaged in each stage. (EET
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-At the end of the unit,		ĺ	
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	teachers give a common		
	assessment identified from		
	the core curriculum material.		
	(EET Rubric 3d)		
	-After the assessment,		
	teachers provide timely		
	feedback and students use		
	the feedback to enhance their		
	learning. (EET Rubric 3d)		
	cuming. (EET Rubite ou)		
	Check/Act		
	Teachers/PLCs after the		
	Common Assessment		
	Common Assessment		
]
	Teachers bring their common		
	assessment data back to the]
	PLCs.		
	ELCS.]
	-Based on the data, teachers]
	reflect on their own teaching.]
	(EET Rubric 4a)]
	(EET NUOTIC 48)]
I I			
I I	-Using the data, effective		
I I	gradual release strategies and		
	techniques are identified,		
	discussed, and modeled in		
	order to implement techniques		
I I	in future lessons. (EET 1c, 1f,		
	4a, 4d, 4e)		
	4a, 4u, 4e)		
	Administrators/Leadership		
	Теат		
	771 1 11.4 1		
	-Through walkthroughs		
	teachers are identified that]
	excel in gradual release]
	strategies and techniques in]
	and an to got up domainstration]
	order to set up demonstration		
	classrooms. (EET 4d, 4e)]
	-Classroom coverage is]
	provided for teachers to attend		
]
	demonstration classrooms.]
]
	(EET 4e)		
	· · ·		
	-PLC Facilitators/Subject]
]
	Area Leaders/Department]
	Heads put gradual release		
	strategies and techniques]
	on every agenda, allowing]
	on every agenua, anowing		
	teachers to share successes]
	and challenges.		
	-Gradual release strategies]
	- d 4 - lui d -]
	and techniques are on the		

			Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. Whole Faculty -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase gradual release strategies and techniques.			
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	

<u></u>	h .	h i	h .	h .	h .	
2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in reading.	Teachers are	Strategy 2	2.1	2.1	2.1	
Levels for a mireaumg.	at varying skill					
	levels with higher	0 00	Who	Teacher Level	3x per year	
	order questioning techniques.	crosses all content areas.	-Principal	-Grades 3-5 reading teachers will	- FAIR On-going Progress	
	teeninques.	ai cas.	T Time ipai		Monitoring in comprehension	
	- PLC meetings	Tier 1-The purpose	-AP	lessons during shared reading to	l comprehension	
	need to focus on	of this strategy is to		engage and teach comprehension	-CIM Assessments	
	identifying and	strengthen the core	-Reading Coach	strategies.	L	
		curriculum. Students' reading comprehension	Darding Darman Taraham	T	During the nine weeks	
	during the lessons.	will improve through	-Reading Resource Teachers	Teachers reflect on lessons during the unit citing/using specific	-Common assessments	
	during the lessons.	utilization of the	Peer and Mentor Evaluators	evidence of student engagement and	Common ussessments	
		Comprehension Toolkit		use this knowledge to drive future	(Comprehension Toolkit	
		(input, process, and	How	instruction.	Assessment checklists)	
		output) across the		Total and annual description	Designated Transfer Title	
		curriculum. As a result, there will be increased	Informal Observations and	instructions and clearly stated	-Reciprocal Teaching Think Sheets/Charts	
		2771 1 0 1	Assessment grids created	objectives for every lesson.	Sheets/Charts	
		Thinhim	by reading teaching teams and/or assessment charts		-Student work	
		to ennance reading	from the Comprehension	-Teachers ask higher order thinking		
		proficiency.	•	questions and instruct using	-Unit tests	
			I OOIKIL.	engagement tools for multiple intelligences.	-CIM Assessment	
				interrigences.	-Chyl Assessment	
		Action Step 2.1		PLC Level		
		1				
		Curriculum Support		-Sign in sheet from training. PLC		
		Team will be lesson		notes.		
		planning with K-5 teachers on a weekly		Review and discuss Chapter 4 in		
		basis. During that		Teach Like a Champion: Engaging		
		planning, teachers		Students in Your Lesson		
		discuss and plan lessons				
		incorporating the higher		Leadership Team Level		
		order thinking skills		PSLT will create a walk-		
		Plan		through fidelity monitoring		
				tool that includes all of the SIP		
		Teacher PD		strategies. This walk-through		
		[form will be used to monitor		
		As a professional		the implementation of the SIP		
		development activity,		strategies across the entire		
		PLCs use the data to		faculty.		
		discuss techniques				
		that were successful.		F		
		1		1st Grading Period Check		
		Do/Check				
		L		F		
		Teacher Actions in the		L		
		Classroom		2nd Grading Period Check		
		-Teacher uses prior		STANDE LEIVE VIIVE		

	year's FAIR Data and DRA2 information to	-		
	help drive instruction	L		
	encourage student use of	3rd Grading Period Check		
	higher level questioning	3rd Grading Period Check		
	-Teacher models the use			
	of higher			
	level questions vs. lower			
	level questions			
	-Implement			
	lessons with the			
	Comprehension			
	Toolkit and			
	vocabulary strategies			
	1 1			
1	-Assess students by			
	having them identify			
	and create different			
	levels of questions.			
	Oh a a la fa a f			
	Check/Act			
	Teachers/PLCs after the			
	Common Assessment			
	Common Habeasment			
	-Teachers bring			
	student work and/or			
	assessments to PLCs.			
	-Based on the			
	data, PLCs use			
	the problem-			
	solving process to			
1	determine next steps			
1	of Comprehension Toolkit.			
1	1 OOIKIL.			
1	-PLCs study			
1	Comprehension			
1	Toolkit techniques			
	and record their work			
	on the PLC logs.			
]	Administrators/			
1	Leadership Team			
1	DOLTE III			
]	PSLT will create a			
]	walk-through fidelity monitoring tool that			
]	includes all of the SIP			
	merades all of the SIF			

		I	i	1		
		strategies. This walk-				
		through form will be				
		used to monitor the				
		implementation of the				
		SIP strategies across				
		the entire faculty.				
		-Demonstration				
		classrooms are identified				
		DI 1 1 1				
		-Plan grade-level				
		curriculum nights				
		and/or study skills				
		training for parents				
		Whole Faculty				
		т поге в асшту				
		-Throughout the school				
		vear, teachers will				
		participate in faculty SIP				
		Reviews where teachers				
		showcase higher order				
		questioning strategies				
D 1: G 1//2	2012 C	and techniques.				
Reading Goal #2:	2012 Current	2013 Expected Level				
	Level of	of Performance:*				
	Performance:*					
In grades 3-5, the percentage of						
all students scoring a Level 4 or						
higher on the 2013 FCAT Reading						
will increase from 20% to 25%						
will increase from 2070 to 2370						
	200/	250/				
	20%	25%				
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
achievement data, and reference	Barrier		·]		
to "Guiding Questions", identify			XVI 1 h 11 41	CCill the confortion ()		
and define areas in need of				How will the evaluation tool		
improvement for the following				data be used to determine the		
group:				effectiveness of strategy?		

	L .	.	1	I	1	
3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
students making Learning						
Gains in reading.	3.1.	Strategy	Who	Teacher Level	3x per year	
ourns in reading.	-Teachers at varying					
	levels of skill expertise	Students' mastery of	-Principal	Teachers reflect on lessons during	- FAIR	
	in using checks	standards increases through teachers' use of		the unit citing/using specific evidence of learning and use	During the Grading Period	
	for understanding techniques	data to plan and adjust		this knowledge to drive future	During the Grading Period	
			-Reading Coaches	instruction.	K – Letter Identification and	
	PLCs need to	teachers use C-CIM			sounds	
	spend time planning for checks for	(Core Continuous	-Reading Resource Teachers	-Teachers provide Differentiated		
	understanding within	Improvement Model)	L	Instruction to targeted students	1 – 5 Fluency Check, Words	
	lessons.	with core curriculum and	-Reading Teachers	(remediation and enrichment)	Their Way Inventory, Running	
		provide Differentiated Instruction (DI) as a	How	through data conferences with the Reading Coach three times a year.	Record with Miscue Analysis and Comprehension Check	
		result of the common	liow	iceaung coach three times a year.	Comprehension Check	
		assessments to ensure	-PLC logs turned into	-Teachers chart their students'		
		the mastery of essential		individual progress towards mastery.		
1		skills and standards. 3d	provides feedback.	l l		
		(with 3c and 3e) from		PLC Level		
		EET Rubric	-Evidence of strategy in teachers' lesson plans seen	-PLCs calculate the average unit		
		Action Steps		assessment score for all their		
			throughs.	students across the PLC per class/		
		Action Step 3.1	l -	course.		
			-EET formal evaluations			
		Within grade level PLCs, teachers will plan core	EET Dee Jee (Admin and	-PLCs discuss how to report and		
		instruction including	-EET Pop-Ins (Admin and Peer/Mentor)	share the data with the Leadership		
		DI based on multiple	i cer/ivientor)	Team.		
			-EET formal observations			
			(Admin and Peer/Mentor)	-Data is used to identify effective		
		level specific assessment	l	higher order activities in future		
		details)	-EET informal observation(Admin and Peer/	lessons.		
		Plan	Mentor)	Leadership Team Level		
		riaii	(Memor)	Ecuacismp ream Ecver		
		Teacher Planning	1st Grading Period Check	Leadership Team determines what		
		reacher rianning	Emerging	specific data will be reported in		
		-PLCs identify the		FAIR data conferences.		
		essential skills and	2nd Grading Period Check	-Leadership Team determines and		
		learning targets for	Emerging	maintains a school-wide data system		
		the upcoming unit of	66	to track student progress.		
		instruction. PLCs answer the question, "What	3rd Grading Period Check			
			Emerging	-PSLT uses data to evaluate		
		learn?" (EET Rubric 1e,		the effectiveness of strategy		
		4d)		implementation, supplemental instruction for targeted students and		
1		NEL N.C 1		future professional development for		
		- With PLCs, teachers plan ways to check		teachers.		
		for understanding				
		throughout the lesson		1st Grading Period Check		
		(not just at the end of the		L		
		lesson). (EET Rubric				
1		1a, 3b, 4d)		⊢		
			J			

	-With PLCs teachers	2nd Grading Period Check		
	plan to incorporate into			
	their lessons specific	L I		
	strategies to check for			
	understanding during and	F 1		
	at the close of the lesson	3rd Grading Period Check		
	such as:	Srd Grading Period Check		
	such as.			
	TI: 1 D: CI			
	Think-Pair-Share			
	Break it Down (Teach			
	Like a Champion)			
	Exit Tickets (Teach			
	Like a Champion)			
	Check for			
	Understanding (Teach			
	Like a Champion)			
I	 			
	(EET Rubric 1a, 3b,			
	4d)			
	-PLCs identify the			
	common assessment for			
	the upcoming unit of			
	instruction. PLCs are			
	answering the question,			
	"How do we know if			
	they have learned it?"			
	Do/Check			
	Town Lower in the			
	Teachers in the			
	Classroom.			
	la di di			
	-During the lesson,			
	teachers consistently			
	implement checks for			
I	understanding strategies			
	effectively. (EET			
	Rubric 3b)			
	1 xxz			
	When students have			
	difficulty with the lesson,			
	the teacher probes			
	them for additional			
	information so that			
	the lesson adjustment			
	accurately addresses the			
I	problem.			
	Offering an alternative			
	explanation, approach,			
	style of questioning or student activity.			
	student activity.			
I	Implementing a			

	collaborative structure
	activity.
1	
	Significantly modifying
	the activity.
	Teachers revealing
	to students the reasons
	for making a major
	lesson change and get their feedback about its
	their feedback about its
	success.
	If needed, teachers
	identifying likely content
	and activity challenges
	in the original lesson
	and designing a second
	and designing a second lesson that avoids those
	challenges.
	(EET Rubric 3e)
	-At the end of the unit,
	teachers give a common
	assessment identified
1	from the core curriculum
1	material. (EET Rubric
1	3d)
1	
	Check/Act Check/Act
	Teachers/PLCs 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)
 	-In PLCs teachers
 	
 	discuss the outcomes
 	of CIM strategies and techniques during their
 	essons. (EET Rubric
 	4a, 4d)
 	
 	-Using the data, effective
 	CIM strategies and
 	echniques are identified,
 	discussed, and modeled
 	in order to implement
 	techniques in future
1	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			
	1 • • • • • • • • • • • • • • • • • • •			
	-Through walkthroughs			
	teachers are identified			
	that excel in CIM			
	strategies and			
	techniques in order to			
	set up demonstration			
1	classrooms. (EET 4d,			
	4e)			
	-Classroom coverage is			
	provided for teachers			
	to attend demonstration			
	classrooms. (EET 4e)			
	Chassrooms. (EET 40)			
	-PLC Facilitators/			
	Team Leaders put CIM			
	strategies and techniques			
	on every agenda,			
	allowing teachers to			
	share successes and			
	challenges.			
	chanenges.			
	-CIM strategies and			
	techniques are on the			
	Leadership Team's			
	agenda in order to			
	discuss strategy			
	implementation,			
1	concentrating on barriers			
	and how they can be			
	overcome.			
1	OVERCOME.			
1	Whole Faculty			
	rr note 1 acuity			
	-Throughout the school			
	year, teachers will			
	participate in faculty SIP			
	Daviana where teachers			
	Reviews where teachers			
	showcase CIM strategies			
	and techniques.	I		

 <u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
68 pts.	78 pts.			

					
3.2	2. 3	3.2.	3.2.	3.2.	3.2.
	, , <u>L</u>			L , , ,	
	eachers are at varying els of using Differentiated	Strategy:	Who	Teacher Level	3x per year
	44		n · · · · ·	m 1 a 1	EAR
	· P	This reading strategy	-Principal	-Teachers reflect on lessons	- FAIR
	actiers tellu to give all	rosses all content areas.	LAD.	during the unit citing/using	Duning the Conding Busined
	dents the same lesson,	Ch	-AP		During the Grading Period
hanc		The purpose of this strategy	Danding Canahas	and use this knowledge to drive future instruction.	Common occosoments (no most mid
		s to strengthen the core curriculum. Students'	-Reading Coaches	ruture instruction.	Common assessments (pre, post, mid, section, end of unit)
		comprehension of course	-Reading Resource Teachers	-Teachers chart their students'	poetion, one of unit)
		content improves by	Reading Resource Teachers	individual progress towards	-Projects
		participation in consistent,	-Peer and Mentor Evaluators	mastery.	110,000
		effective and appropriate	Total month Dialators		
	F	Differentiated Instruction	How	PLC Level	
		trategies. Differentiated			
		nstruction is based on:	PLC logs turned into administration.	PLCs calculate the average unit	
		acceleration, enrichment,		assessment score for all their	
	e	extensions and remediation.	-	students across the PLC per class/	
	Т	This strategy focuses on the	Evidence of strategy in teachers'	course.	
	f	ollowing types of flexible	lesson plans seen during		
	g	grouping:	administration walk-throughs.	-PLCs discuss how to report	
				and share the data with the	
		Homogeneous/Cluster/	-EET formal evaluations	Leadership Team.	
	<i>P</i>	Ability Grouping		<u> </u>	
1 1].	TT / 0.42 1.41 ***	-EET Pop-Ins (Admin and Peer/	-Data is used to identify effective	
		Heterogeneous/Mixed Ability	Mentor)	activities in future lessons.	
	<u> </u>	Grouping	EET formal charactics (A.J.	Londorship Toom L1	
	Į,	Individualized Work/	-EET formal observations (Admin and Peer/Mentor)	Leadership Team Level	
		ndependent Study	and reel/ivientol)	-Leadership Team determines	
	L.	nacpendent study	-EET informal observation(Admin	what specific data will be	
	Į,	Whole Class Instruction	and Peer/Mentor)	reported to the Leadership Team.	
	[1 201/11/211/21	opolica to the Leadership realit.	
	Į.	Pairs or Partners	Ist Grading Period Check	-Leadership Team determines	
			, and the second	and maintains a school-wide data	
	A	Action Steps	Emerging	system to track student progress.	
		•	2nd Grading Period Check]	
	k	Plan	James James I Criou Check	-PLC facilitator/ Subject Area	
	ſ		Emerging	Leader/ Department Heads shares	
	7	Teacher Planning			
	ľ	1	3rd Grading Period Check	data with the Problem Solving	
1 1	Ļ	Using data from previous	Emerging	Leadership Team.	
		ssessments and daily		DCI T data (
		elassroom performance/work,		-PSLT uses data to evaluate	
		eachers plan Differentiated		the effectiveness of strategy implementation, supplemental	
		nstruction groupings and		instruction for targeted students	
		ctivities for the delivery of		and future professional	
		new content in upcoming		development for teachers.	
		essons. PLCs use the		ac elephent for teachers.	
		hecklist/self-assessment to		1st Grading Period Check	
	þ	olan their lessons.			
	Ļ	N- I d		-	
	ļ.	Oo I give my students?			
		-Different ways to take in		F	
		nformation		2nd Grading Period Check	
TT'll 1 2012	<u> </u>	mormation	<u> </u>		

Different amounts of time to complete the work	-	
-Different assignments depending on ability, readiness, comprehension level, learning preferences/ styles, and interests.	- 3 _{rd} Grading Period Check	
-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 or Gifted do 1?		
Make modifications to ensure students are challenged with higher-level thinking activities.		
-Use curriculum compacting, independent study, and extension activities where appropriate		
For Lower Ability and Students with Learning 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 when explaining concepts		

		-Specifically pinpoint and			
		teach the academic language			
		these students need to learn in			
		order to complete a task.			
		•			
		-Recognize cultural/			
		experiential differences, and			
		when feasible includes these			
		in units and examples.			
1		in units und champies.			
1		(EET Rubric 4d, 4e)			
		(EET Rubile 4u, 4c)			
1		-Teachers use student data			
		(formative assessments,			
		common assessments,			
I	I	daily work, etc.), student			
I	I	interests, and student			
1		Interests, and student			
1		learning styles to plan			
1		appropriate Differentiated			
I	I	Instruction lessons that meet			
1		the individual needs of all			
1		students in the classroom.			
I	I	(EET Rubric 1b)			
1		DIG : Leis de la ciel			
1		PLCs identify the essential			
1		skills and learning targets			
1		for the upcoming unit of			
1		instruction. PLCs answer the			
1		question, "What do we want			
1		students to learn?" (EET			
		Rubric 1e, 4d)			
		-PLCs identify the common			
		assessment for the upcoming			
		unit of instruction. PLCs are			
		answering the question, "How			
1		do we know if they have			
1		learned it?"			
1		Do/Check			
1					
		Teachers in the Classroom			
1					
I	I	-Teachers implement			
		lessons using Differentiated			
	I	Instruction activities. (EET			
1		Rubric 3c)			
1					
1		-At the end of the unit,			
1		teachers give a common			
1		assessment identified from			
1		the core curriculum material.			
		(EET Rubric 3d)			
1					
1		Check/Act			
1					
			I		

Teachers/PLCs 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)		
(EET Rubite 4a)		
-PLCs teachers discuss the		
outcomes of their DI lessons		
and share the effectiveness of their lessons.		
then ressons.		
-After the assessment,		
teachers provide timely		
feedback and students use		
the feedback to enhance their learning. (EET Rubric 3d)		
rouning. (EET Rubite 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.		
students.		
Administrators/Leadership		
Теат		
-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.		
acmonstration classioonis.		
(EET 4e)		
-PLC Facilitators/Subject Area Leaders/Department		
Area Leaders/Department Heads put Differentiated		
Instruction strategies and		
monucuon suategies and		

			techniques on every agenda, allowing teachers to share successes and challenges. - Differentiated Instruction strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. Whole Faculty -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase Differentiated Instruction strategies and techniques.			
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 in Lowest 25% making learning gains in reading.	See Goals 1, 2, 3 and 5	4.1.	4.1.	4.1.	

Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 75 points to 80 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75pts.	80 pts.					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	,	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5:							

	,					
5A. Student subgroups by	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
ethnicity (White, Black,					1	
	White:	Strategy 5A.1	Who	Teacher Level	3x per year	
ranpame, ranam, ramerican	wille.	Strategy SA.1	Willo	reacher bever	ox per year	
Indian) not making	D1 1	Based on the analysis	-Principal	-Teachers reflect on lessons during	- FAIR On-going Progress	
satisfactory progress in	Black:	of student achievement		the unit citing/using specific	Monitoring Tool (Scaffolded	
1		data, and reference to		evidence of learning and use	Discussion Templates)	
reading.	Hispanic:	"Guiding Questions",		this knowledge to drive future	l,	
		identify and define areas	-Reading Coach	instruction.	During the nine weeks	
	Asian:	in need of improvement	_		l -	
		for the applicable	-Team Leaders	-Teachers chart their students'	- End-of-unit/chapter tests (All	
	American Indian:	subgroup(s).		individual progress.	Content Areas)	
			-Reading Leadership Team	L	l	
		Action Step 5A.1		PLC Level	-Program generated assessments	
		Tion 1 The mumees	How Monitored	Haine the individual teacher date	Va ashulawi aggaggmenta (All	
	-Teachers are at	Tier 1 – The purpose of this strategy is to	-PLC logs turned into	-Using the individual teacher data	-Vocabulary assessments (All Content Areas)	
	varying levels of	strengthen the core		PLCs calculate the 80% mastery data		
	understanding of	curriculum. Students'	administration. Administration	across all classes/courses for each	Ί Ι	
	the ELL vocabulary	vocabulary acquisition	provides feedback.	mini assessment.		
	standards.	will improve through	1			
	- Teachers are at	the implementation of	-Classroom walk-throughs	-After each assessment, PLCs will		
	varying levels of	appropriately leveled,	observing this strategy.	ask the following questions:		
	understanding	vocabulary development	Administrators will use the	1		
	of the types of	lessons across all content	HCPS Informal Observation	I. Are there skills that need to be re-		
	vocabulary items	areas.		taught in a whole lesson to the entire	1	
	that complement		Vocabulary strategy will	class?		
	content instruction.	Plan	be added to the form under	2 4 4 121 4 . 1. 1		
		Tama Diamaina / Di Ca	,	2. Are there skills that need to be re-	1	
	-PLC meetings do	Team Planning/ PLCs Before the Lesson	-Evidence of strategy in	taught as mini-lessons to the entire class using a different teaching	1	
	not	bejore ine Lesson	teachers' lesson plans seen	ctass using a aijjerent teaching technique?	1	
	l	-Teams/PLCs identify	during administration walk-	lechnique:		
	include discussion	essential tested skills/		3. Are there skills that need to be re-	1	
	of leveled vocabulary	standards/benchmarks		taught to targeted students?	1	
	development and	for their students that	-Classroom walk-through			
	assessment for	need reinforcement and/		4. How do we report and share our		
	content instruction.	or remediation. (EET		results with the Leadership Team?		
		Rubric 1b, 1c, 4a, 4d)	from Reading Department)	l	1	
	-PLC meetings	A a a Drafag-i1	DCI T will may:	Leadership Team Level		
	do not include	-As a Professional Development activity,	-PSLT will review student data and fidelity data every	-PLC facilitator/ Team Leader will		
	the development	Teams/PLCs design	nine weeks.	share data with the Problem Solving	1	
	of vocabulary	specific scaffolded	mine weeks.	Leadership Team to review for	1	
	instructional	lessons essential in	L	positive trends at a minimum of once	l l	
	activities for	creating appropriate		per nine weeks.	1	
	upcoming lessons.	vocabulary acquisition	1st Grading Period Check			
		(EET Rubric 1e, 1d, 1f,	L	L .		
		4d)	Γ	IstGrading Period Check		
		T DIC ""	-	Land Check		
		-Teams/PLCs will	2nd Grading Period Check	L		
		recognize vocabulary	- CHAUME I CHOU CHECK			
		needs within each content area.	L	F		
		content area.		2nd Grading Period Check		
		-Teams/PLCs come to	 	l ——	1	
		consensus on the use of	3rd Grading Period Check	⊢		

	common assessments:	L		
	a) vocabulary items	Γ		
	included in end of the	3 _{rd} Grading Period Check		
	unit/segment assessment			
	b) LA- embedded			
	vocabulary development			
	activities and/or c) any			
	program assessment provided in curriculum			
	resources and materials.			
	resources and materials.			
	D 1 4 1			
	- Based on the data,			
	PLCs develop a one-two			
	week projected timeline/			
	calendar for teaching the			
	essential skills and/or			
 	standards covered in the			
	core curriculum. (EET			
1	Rubric 1b, 1e, and 4d)			
	Do/Check			
	Teachers in the			
	Classroom			
	T 1 1 1			
	-Teachers implement the mini lessons and			
	mini assessments to the			
	whole group or targeted			
	students.			
	-Vocabulary Instruction			
	should not be limited to			
	reading, but integrated			
	into all subject areas			
	using the 5-Day			
	Vocabulary Model.			
 				
1	-Teachers implement the			
1	common assessments			
	based on strategies to			
1	determine meanings of			
1	unknown words.			
1	Check/Act			
 	Town Is any /DI Come Growth			
	Teachers/PLCs after the			
	Mini-Assessments			
1	I			
 	-Teachers bring			
	assessment data back to			
1	the PLCs. (EET Rubric			
	4d)			
	1			
1	-Based on the data,			
	teachers reflect on their			
	own teaching. (EET			

Rubric 4a)	
-As a Professional	
Development activity	
in their PLCs, teachers	
in their FLCs, teachers	
use the mini assessment	
data and classroom	
assessments to adjust	- 1
the mini-lesson timeline/	- 1
calendar.	
	- 1
-If needed Differentiated	- 1
Instruction mini-lessons/	
assessments are given to	
targeted students as Tier	- 1
2 & 3 interventions.	- 1
	- 1
-Based on mini	
assessment data,	- 1
skills are moved to	
a maintenance or re-	
a mameriance of re-	
teaching schedule. (EET	
Rubric 1b, 3c, 3e, 4d)	
After the assessment,	
teachers provide timely	
feedback and students	
use the feedback to	
enhance their learning.	- 1
(EET Rubric 3d)	
(EET RUDTIC SU)	- 1
	- 1
Whole Faculty	
-As a Professional	- 1
Development activity,	- 1
PLCs use data with	- 1
the problem-solving	- 1
process to determine	- 1
next steps in their	- 1
	- 1
vocabulary acquisition	- 1
implementation.	
-Throughout the school	- 1
year, teachers participate	- 1
in faculty SIP Reviews	- 1
where teachers showcase	- 1
effective C-CIM, F-CIM	- 1
and DI strategies.	I
and thi strategies.	

Treating Court World	Level of	2013 Expected Level of Performance:*			
The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 50% to 55%.	Performance:*				
The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 29% to 36%.					
The percentage of Hispanic_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 45% to 51%.					
The percentage of Asian_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 48% to 53%.					

	WH : 500/	xx :			1	
	White: 50%	White: 55%				
	Black: 29%	Black: 36%				
	Hispanic: 45%	Hispanic:				
	Asian:48%	51%				
	American Indian: na	Asian: 53%				
		American Indian: na				
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
to "Guiding Questions", identify and define areas in need of			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the		
improvement for the following subgroup:				effectiveness of strategy?		
[5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Disadvantaged students						
not making satisfactory progress in reading.		See Goal 5A.1				
progress in reading.						
Reading Goal #5B:	2012 Current	2013 Expected Level				
	Level of Performance:*	of Performance:*				
In grades 3-5, 48% Economically						
Disadvantaged students will score a Level 3 or above on the 2013						
FCAT Reading or the percentage of non-proficient students will						
decrease by 10%.						

	42 %	48 %					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			See Goals 1, 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 subgroup:	Anticipated Barrier		,	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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	,					
5C. English Language	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
Learners (ELL) not						
	-Teachers at	Strategy	Who	Teacher Level	2-3x Per Year	
making satisfactory	varying skill levels	Strategy	WHO	reacher bever	2-5x 1 cl 1 cai	
progress in reading.		ELLs (LYs/LFs) reading	School based Administrators	-ERTs meet with core content	-FAIR	
	A+ Rise.	comprehension will		teachers during PLC meetings to		
		r - r	-District Resource Teachers	review ELL (inclusive of LF's)	-CELLA	
	-Teachers	group instruction,		performance data.		
	implementation	paraprofessional support	-ESOL Resource Teachers	ſ	During grading period	
	of A+ Rise is not	and family resource		-ERTs are on the problem-solving		
	consistent across	center materials.	How	leadership teams in order to update	-Core curriculum end of core	
	core courses.				common unit/ segment tests	
		5C.1.	-Classroom walk-throughs	performance data.		
	-ELLs at varying		observing this strategy.	L		
	levels of	Action Steps	Administrators will use the HCPS Informal Observation	PLC/Department Level		
	English language	1. ELL Resource	Pop-In Form	-ERTs meet with Language		
	acquisition and	Teacher (ERT)	T -F 1 0	Arts PLCs on a rotating basis to		
		provides professional	-Evidence of strategy in	assist with the analysis of ELLs	I	
	consistent across	development to all	teachers' lesson plans seen	performance data.		
	core courses.		during administration walk-			
		on how to embed these	throughs.	Leadership Team Level		
		strategies into core				
	, ,	content lessons.	-Classroom walk-throughs	-ERTs meet with PSLT to review		
	regarding use of A+			performance data and progress of		
	Rise.		will create a walk-through	ELLs (inclusive of LFs)		
	-DRTs are at	area teachers using A+ Rise and provides	fidelity monitoring tool that includes all of the SIP	PLC facilitator will share ELL data		
	varying levels of	feedback and support.		with the PSLT.		
	interpreting district	* *	form will be used to monitor	with the 1 SE1.		
	level assessments	3. Across all content		-Team will review assessment data		
	le ver assessments	areas, PLCs write ELL	strategies across the entire	for positive trends at a minimum of		
		SMART goals based	faculty. Monitoring data will	once per nine weeks.		
			be reviewed every nine weeks.	·		
		material. (For example,	-			
		during the first nine				
		weeks, 75% of the ELL				
		students will score an				
		80% or above on each	1. Condition Desired Charle	1st Grading Period Check		
		unit of instruction.)	1 <u> Grading Period Check</u>			
		4. As a Professional		F		
		Development activity	F		I	
		in their PLCs, teachers	L	Γ	I	
		spend time sharing		2nd Grading Period Check		
		and modeling A+ Rise	2 _{nd} Grading Period Check			
		strategies		L		
		C DI C . I	 -			
		5. PLC teachers instruct students using		⊢	I	
		the core curriculum,	F	3rd Grading Period Check		
		incorporating A+ Rise	3 _{rd} Grading Period Check	Om Grauing Feriou Check		
1		strategies from their PLC	and a sum and a		I	
		discussions.	L	Γ	I	
		6. At the end of the unit,			I	
		teachers give a common				

		assessment identified			
		from the core curriculum			
		material.			
		7 Tanahara bring ELI			
		7. Teachers bring ELL assessment data back to			
		the PLCs.			
		me PLCs.			
		8. Based on the data,			
		teachers discuss			
		strategies that were effective for ELL			
		effective for ELL			
		students.			
		Based on the data,			
		teachers decide what			
		skills need to be re-			
		taught to targeted			
		students using DI			
1		techniques.			
		Teachers provide			
		Differentiated Instruction			
		to targeted students			
		(remediation and			
		enrichment).			
		em temment).			
		11. PLCs record their			
		work in logs.			
D 1: G 1//5G	2012 G	work in logs.			
Reading Goal #5C:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
In grades 3-5, 42%ELL students					
will score a Level 3 or above on					
the 2012 ECAT Deading Test on					
the 2013 FCAT Reading Test or					
the percentage of non-proficient					
students will decrease by 10% in					
2012.					

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	b (0/	420/			1		
	36%	42%					
	_	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
			See Goal 5A.1				
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
			See Goals 1, 2, 3				
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference to "Guiding Questions", identify	Barrier		Who and how will the	How will the evaluation tool			
and define areas in need of improvement for the following			fidelity be monitored?	data be used to determine the			
subgroup:				effectiveness of strategy?			
	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Disabilities (SWD) not							
making satisfactory progress in reading.							
progress in reading.							
		NT/A					
		N/A					
			l	ĺ		ĺ	

Reading Goal #5D:		2013 Expected Level of Performance:*			
In grades 3-5, 16%SWD students will score a Level 3 or above on the 2013 FCAT Reading Test or the percentage of non-proficient students will decrease by 10% in 2012.					
	16%	24%			

Reading Professional Development

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

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

PD Content /Topic Grade Level/ Subject

C1/

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)

Sc

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

PLC Leader

Daily 5 Book Study	K-5	Reading Coach	All teachers school wide	Launch on	Administrators conduct targeted classroom walk-throughs to monitor implementation of	Administrative Team/ RLT
Daily 5 Book Study	K-5	Reading Coach	All teachers school wide	September 19, 2012 Conclude on October 1, 2012	the Daily 5 Administrators conduct targeted classroom walk-throughs to monitor implementation of	Administrative Team/ RLT
Close Reading Workshop	K-5	Reading Coach & Reading	All teachers school-wide	Launch on	the Daily 5 Administrators conduct targeted classroom walk-throughs to monitor implementation of	Administrative Team/ RLT
(Higher Order Thinking Strategies)		Resource		October 8, 2012	the Close Reading Model	
Close Reading Workshop	K-5	Reading Coach & Reading	All teachers school wide	Mid-Point Check In	Administrators conduct targeted classroom walk-throughs to monitor implementation of	Administrative Team/ RLT
(Higher Order Thinking Strategies)		Resource		December 3, 2012	the Close Reading Model	
Close Reading Workshop	K-5	Reading Coach & Reading	All teachers school wide	Conclusion Check In	Administrators conduct targeted classroom walk-throughs to monitor implementation of	Administrative Team/ RLT
(Higher Order Thinking Strategies)		Resource		February 4, 2013	the Close Reading Model	
Why Do I Do These Ridiculous Running Records	K-5	Reading Coach	K-5 Reading Teachers	October 4, 2012	Quarterly review of Benchmark Rosters- RTI Progress Monitoring Records	Administrative Team/ RLT
Developmental Reading Assessment Training (DRA2) Part 1	K-5	Reading Coach	All teachers school wide	November 1, 2012	Quarterly review of Benchmark Rosters- RTI Progress Monitoring Records	Administrative Team/ RLT
Developmental Reading Assessment Training (DRA2) Part 2	K-5	Reading Coach	All teachers school wide	November 15, 2012	Quarterly review of Benchmark Rosters- RTI Progress Monitoring Records	Administrative Team/ RLT
Intermediate Shared	2-5	Reading Coach	2-5 Reading Teachers	December 13, 2012	Administrators conduct targeted classroom walk-throughs to monitor shared reading	Administrative Team/ RLT
Reading Training Part One Intermediate Shared Reading Training Part Two	2-5	Reading Coach	2-5 Reading Teachers	January 24, 2013	Administrators conduct targeted classroom walk-throughs to monitor shared reading	Administrative Team/ RLT
Differentiated Instruction	K-5	District PD Trainers	All teachers school wide	Throughout the 2012-2013 School Year	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administrative Team/ RLT
		(This PD also covers a similar strategy in Math and Science)			
The Genre of Test Reading	Grades 1&2	Reading Coach & Reading	1 & 2 Reading Teachers	January 29, 2013	Administrators conduct targeted classroom walk-throughs to monitor the implementation	Administrative Team/ RLT
The Genre of Test Reading	Grades 3-5	Resource Reading Coach & Reading Resource	1 & 2 Reading Teachers	February 19, 2013	of the Genre of Test Reading Administrators conduct targeted classroom walk-throughs to monitor the implementation of the Genre of Test Reading	Administrative Team/ RLT

Building on Reciprocal Teaching K-5 Reading Coach & Reading Resource

All teachers school wide

Throughout the 2012-2013 School Year Administrators conduct targeted classroom walk-throughs to monitor Reciprocal Teaching.

Administrative Team/ RLT

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

Lack of nine devoted to PLC with matthematics (Level 3-5), the content of planning time to analyze data as dentity between the content of planning time to analyze data as a dentity between the content of planning time to analyze data as a dentity between the content of planning time to analyze data as a dentity between the content of planning time to analyze data as a dentity between the content of planning time to analyze data as a dentity between the content of planning time to analyze data as a dentity between the content of planning time to analyze data as a dentity between the content of planning time to analyze data as a dentity between the content of planning time to analyze data as a dentity between the content of the con		I	I	r	I	1	
mathematics (Level 3-5). It also for fine devosed to PEU with Many Comparing ments to analyze that the production and production (not with an analyze to implementation or Officerentated nature control (not with an analyze to product to the state of the production and production (not with an analyze to product to the state of the production of the pr	1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
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Admit ficus to identify and analyze core Jack of planning fine to analyze data as identify heat practices. Tachen at wrying levels of implementation of Differentiation from the planning fine to analyze data as in section for the winding and the planning fine to analyze data as in section for the winding fine		-Lack of time devoted to PLC with	Strategy	Who	Teacher Level	2x per vear	
I ack of planning time to analyze dan loss of the produces. I cackers at waying levels of membrane and the procession (both with analysis) and the procession (both with analysis) and the procession (both with a state of the processi	mathematics (Level 3-3).	•				F - 5	
All security betty protects Teachon at saying levels of supplementation of Differential differe		curriculum assessments.		-Principal			
death by the practices. Feedment at varying length of implementation of the minimum and implementation of Differentiated minimum (in the property of the prop		L	,	l.,		Testing	
## Add Provided and Provided P				-AP			
Frachers at varying levels of implementation of Differentiated fraction (both with Control of the No. 1 and 2 in EEL The purpose of the Control of the No. 2 in EEL Th		to identify best practices.		Moth Pasauraa Taaahar		During the Grading Period	
Implementation of Differentiated Bastraction folds with the base of the Earth Statistics and the state of the		- Teachers at varying levels of		Fiviatii Resource Teacher	drive future instruction.	- Common assessments (pre-post	
hadrivetion (both with the low performing and high performing toutens) The second of the performing and high performing toutens) The second of the performing and high performing toutens) The second of the performing and high performing toutens) The second of the performing and high performing to the performing to the performing and high performing to the performing to the performing and high performing to the performing to				Peer and Mentor	-Teachers chart their students'		
The T-The purpose of this strategy is to experiment to the purpose of the strategy is to experiment to the strategy in the strategy is to experiment to the strategy is to experiment to						.,,	
Her I - The purpose, it is strategy is the strategy as the str						-FASTT Math reports	
of this strategies at the management the mast in a sheets strongeries the mast in a sheets core curriculum. Students? Sumprehension of course content in an examination walk-increases through eacher's use of data to inform instruction with core curriculum and provide Differentiation and Peer-Mentor) Differentiation and Peer-Mentory model. Action Step 1.1 Through weekly voluntary planning own the Math Resource Teacher's plans will be end to plan for election instruction of the curriculum continue of t					with students		
sterengthen the mash in spectrum curriculum. Students and state of the control of		students).	Tier 1-The purpose	M-41	DI CI and	-Examples of student work	
Storeins' compensation of course contents assessment. PLCs will ask the following interest lesson of course contents and the standards shored in the course of the course			of this strategy is to	-Math planning logs/sign	PLC Level	Evidence of H.O.T. Overtions, Het	
Students' comprehension of course contents' shandards' increases through teacher's use of faints to inform the content of the				iii sneets	-After each assessment		
comprehension of course content standards increases through scacher's use of data to inform matraction with core curriculum and provide the factor of the provide the provide and the provide are read to the Rit problem solving model. Action Step 1.1 Through weekly voluntary planning with the Resource Teacher, eachers' plans will relect an understanding of the organization structure of the curriculum explanation of the control structure of the curriculum explanation exp				-Evidence of strategy		Č	
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Through weekly voluntary planning with the Malh Resource Teacher; teachers' plans will reflect an understanding of the organization structure of the curriculum resources. Resources Resources Included in planning (but are not limited to): Weekly Lesson Planning template, Concept Map [Femplate, District] S. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to re-taught as timely standard as tradents? 7. How do we report and share our results with the Leadership Team? Leadership Team? Leadership Team Level 1. Data will be used to plan for future supplemental instruction. PSLT will review the data for			-	Peer/Mentor)	to the entire class?		
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the curriculum resources. Resources Included in planning (but are not limited to): Weekly Lesson Planning template, Concept Map Template, District Leadership Team? Leadership Team Level Leadership Team Level Joat will be used to plan for future supplemental instruction. PSLT will review the data for							
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Planning template, Concept Map Template, District PSLT will review the data for				3rd Grading Period Check			
Concept Map Template, District -PSLT will review the data for				1			
Template, District PSLT will review the data for				1	mou ucuon.		
					-PSLT will review the data for		
					positive trends at a minimum		

	of once per month		
Plan			
	-Identify and plan for Tier II		
Planning/PLCs	and Tier III interventions with		
Before the Lesson	the teachers.		
Bejore the Besson			
-PLCs identify the	1st Grading Period Check		
essential skills and			
learning targets for	I -		
the upcoming unit	I L		
of instruction. PLCs	<u> </u>		
answer the question			
'What do we want	1		
students to learn?"	I		
(EET Rubric 1e,	I L		
4d)			
	3rd Grading Period Check		
-PLCs identify the			
common assessmen	t i		
for the upcoming			
unit of instruction.			
PLCs are answering			
the question, "How			
do we know if			
they have learned			
it?" Specifically,			
PLCs reflect on the			
following questions			
Does the			
assessment match			
the intended			
essential learnings			
and learning			
targets?(EET			
Rubric 1f)			
Are we going to			
use an assessment			
from our adopted			
content materials?			
Will we use all the			
questions? Will			
we drop some of			
the questions?			
Do we need to			
add additional			
questions?			
If using a rubric,			
ij using a ruoric, have we come to			
consensus what			
each level of the			
rubric looks like?			
none tooks tike:			
How will we			
explain to students			
what they are			
 	-		

expensed on order waters you as he seemed to recover the content of the content o				
Four in conference of the conf		expected to		
on immonstrates managery on the managery on the managery on the managery on the manager of the m		learn in order		
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inscreament How will be explained and programmance treatments by which there bearing will be related to the state of the s		to demonstrate		
will be explain to trained to the standards by which their harming will be exadiumed?		mastery on the		
to student the conformation which have been according to the conformation of the confo		assessment? How		
to student the conformation which have been according to the conformation of the confo		will we explain		
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toundanted by which here tearning will be certainstell. I-there will we worked the student in seed seconomy and maintaining? I-there will we collect and track maintaining and maintaining and maintaining and maintaining and the student and maintaining and the student a		performance		
their learning will se evaluated? - How will we student was a substanced and more than the student was suff-assessment and more than the student was substanced? - How will we voltes and truck and only the student and truck and of your and to the student and truck		standards by which		
The will be something to the standard of the s		their learning will		
-How will we worker the modern will we worker the modern will we worker the modern will we worker and truck and truc		he evaluated?		
worder the standard in self-assessment in self-assessment in self-assessment in self-assessment and monitoring? - How well to woll to		be evaluated:		
worder the standard in self-assessment in self-assessment in self-assessment in self-assessment and monitoring? - How well to woll to		11:11		
in self-assessment and anontoring? How well we sollect and truck ynd-of-sonit reservement data in ynther to evaluate the self-assessment of the HEEF Rabbit 15, 401. FILL'S write a MARKT goal for the upcoming unit of instruction (flor example, on the first assessment of the first assessment of the self-assessment of		now will we		
and monitoring? - Lifes will be elifest and work on deformin assessment data in order to evaluate which are provided in the p		involve the student		
How will we evilete and rock and of-form and the plants of the professor of whate the professor of whate the professor of whate the professor of the professo		in self-assessment		
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collect and track end-of-simi basesment data in redee to evolution student growth? ELT Ruther II, III, III, III, III, III, III, III,				
collect and track end-of-simi basesment data in redee to evolution student growth? ELT Ruther II, III, III, III, III, III, III, III,		How will we		
end-of-and an an order to evaluate student growth? ELST Rather IJ. AD. PIC.s write a SMART goal for the upcoming until of instruction, if or the proming until of instruction, if or the grading period, 75% of the students will score an 80% or above on each unit of instruction). ELST Rather IV. AS a Professional Development section in their plans and beautiful to the plans goal goal and a section of the grading period, 75% of the students will score an 80% or above on each unit of instruction). ELST Rather IV. AS a Professional Development section; in their PIC.S. (seachers plans and the plans goal and the provious sussessments to guide student groupings. Do/Check Foachers in the Elsteroom PIC reachers in the PIC reacher in th		collect and track		
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THE TRUNKE IS. IN THE TRUNKE IS. APICS write a SMART goal for the upcoming unit of instruction. For example, on the grading period. The grading period period. The grading period period. The grading period period period. The grading period period period. The grading period period period period. The grading grading period period period. The grading grading period period period. The grading grading grading period. The grading g		order to evaluate		
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### PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the lift assessment of the statement t		(EET Pubric 1f		
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SMART goal for he upcoming unit of instruction. (For example, on the first assessment of the grading period. 75% of the students will score an 80% or above on each unit of instruction.) (EET Rubric 1c, 4d) -As a Professional Development uctivity in their PLCs, teachers plan for Differentiated Instruction using that from previous ussessments to guide student groupings. Do'Gheek Teachers in the Classroom -PLC teachers in the Classroom -PLC teachers anstruct students		4a).		
SMART goal for he upcoming unit of instruction. (For example, on the first assessment of the grading period. 75% of the students will score an 80% or above on each unit of instruction.) (EET Rubric 1c, 4d) -As a Professional Development uctivity in their PLCs, teachers plan for Differentiated Instruction using that from previous ussessments to guide student groupings. Do'Gheek Teachers in the Classroom -PLC teachers in the Classroom -PLC teachers anstruct students		DY G		
the upcoming unit of instruction. (For example, on the first assessment of the grading period, 17% of the students will score an 80% or above on each unit of instruction.) (EET Rubric It, 4d) As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Feachers in the Classroom -PLC teachers instruct students		-PLCs write a		
of instruction (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.) [EET Rubric 1c, 4d] As a Professional Development elevity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom PLC teachers instruct students		SMART goal for		
example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction, (EET Rubric 1c, 4d) -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students		the upcoming unit		
first assessment of the grading period, 75% of the students will score an 80% or above on each anit of instruction.) EET Rubric IC, 4d) - As a Professional Development activity in their PILCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students		of instruction. (For		
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he grading period, 75% of the students will score an 80% or above on each unit of instruction.) EET Rubric 1c, 4d) -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students		first assessment of		
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will score an 80% or above on each unit of instruction.) (EET Rubric 1c, 4d) -As a Professional Development activity in their PLCs, teachers plan for Differentiated instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers in structistudents instructs students		75% of the students		
or above on each unit of instruction.) (EET Rubric Ic, 4d) -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers sinstruct students		will score an 80%		
unit of instruction.) (EET Rubric 1e, 4d) -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students		or above on each		
EET Rubric 1c, 4d) As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students				
-As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students		CEET Deskers 1		
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Development activity in their PLCs, teachers plan for Differentiated Instruction using that from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students		1		
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PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Gheck Teachers in the Classroom -PLC teachers instruct students	1	Development		
PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Gheck Teachers in the Classroom -PLC teachers instruct students		activity in their		
for Differentiated Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students	1	PLCs, teachers plan		
Instruction using data from previous assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students		for Differentiated		
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assessments to guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students		data from previous		
guide student groupings. Do/Check Teachers in the Classroom -PLC teachers instruct students	1			
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Teachers in the Classroom -PLC teachers instruct students		L		
Classroom -PLC teachers instruct students		Do/Check		
Classroom -PLC teachers instruct students	1			
Classroom -PLC teachers instruct students		Teachers in the		
-PLC teachers instruct students	1			
instruct students		Classi ooni		
instruct students		PLC teachers		
		msu act stagents	1	

	using the core		
	curriculum,		
	ncorporating		
	effective strategies		
	and Differentiated		
	Instruction activities		
	discussed at their		
	PLC meetings.		
	At the end of the		
	unit, teachers give a		
	common assessment		
	dentified from the		
	core curriculum		
	naterial. (EET		
	Rubric 3d)		
	Check/Act		
	T 1 /DLC		
	Teachers/PLCs		
	after the Common		
	Assessment		
	m , , .		
	Teachers bring		
	assessment data		
	pack to the PLCs.		
	EET Rubric 3d,		
	(4d)		
	·Based on the data,		
	eachers reflect on		
	their own teaching.		
	(EET Rubric 4a)		
	EET Rubik 4a)		
	Based on the data,		
	eachers discuss		
	Differentiated		
	Instruction		
	strategies that were		
	effective. (EET		
	Rubric 4a, 4d)		
	Based on the data,		
	eachers a) decide		
	what skills need		
	to be re-taught in		
	a whole lesson to		
	the entire class, b)		
	decide what skills		
	need to be moved		
	to mini-lessons for		
	he entire class and		
	e) decide what skills		
	need to re-taught to		
	argeted students.		
	EET Rubric 1b		
	and 1c)		

		-PLCs discuss			'		
1		Differentiated	1	1	1	1	1
1		Instruction	1	1	· · · · · · · · · · · · · · · · · · ·	1	1
1		strategies for re-	1	1	· · · · · · · · · · · · · · · · · · ·	1	1
1		teaching of essential		1	· · · · · · · · · · · · · · · · · · ·	1	1
1	1	skills.	1	1 1	1	1	1
1		· /	1	1	1	1	1
1		-PLCs discuss	1	1	1	1	1
1		how the data	1	1	1	1	1
1		will be used to	1	1 1	1	1	1
1	1	Differentiate	1	1 1	1	1	1
1	1	Instruction during	1	1 1	<u> </u>	1	<u> </u>
1	1	the initial teaching	1	1 1	1	1	1
1	1	of the upcoming	1	1 1	<u> </u>	1	<u> </u>
1		lesson.	1	1 1	<u> </u>	1	<u> </u>
		-After the	1	1 1	<u> </u>	1	<u> </u>
		assessment,	1	1	1	1	1
		teachers provide	1	1	1	1	1
1		timely feedback	1	1	1	1	1
		and students use the	.1	1	1	1	1
		feedback to enhance	el I	1	1	1	1
1		their learning. (EET	1	1 1	<u> </u>	1	1
		Rubric 3d)	l!	i	<u> </u>	l	l
Mathematics Goal #1:	2012 Current Level of	2013 Expected					
Iviatifematics Goul III.	Performance:*	Level of	1	1	1	1	<u>'</u>
	i ciioimanes.	Performance:*	1	1 1	<u> </u>	1	1
In grades 3-5, the percentage of		r crioimance.	1	1	1	1	1
all students scoring a Level 3 or		'	1	1	1	1	1
higher on the 2013 FCAT Math		'	1	1	1	1	1
will increase from 38% to 43%.			1	1 1	<u> </u>	1	1
Will increase from 5070 to 4570.		'	1	1	1	1	1
			1	1 1	<u> </u>	1	1
			1	1 1	<u> </u>	1	1
	+	'	1	1	1	1	1
	1	'	1	1 1	<u> </u>	1	1
	1		1	1 1	<u> </u>	1	1
	\vdash		1	1 1	<u> </u>	1	1
		'	1	1	1	1	1
		'	1	1	1	1	1
		'	1	1	1	1	1
		'	1	1 1	<u> </u>	1	1
		'	1	1	<u> </u>	1	1
		'	1	1 1	<u> </u>	1	1
		'	1	1	1	1	1
	200/	120/	 	l			
	38%	43%	1	1	<u> </u>	1	1
		' '	1	1 1	<u> </u>	1	1
			<u> </u>				
Based on the analysis of student	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	1	1
achievement data, and reference		'	1	1	1	1	1
to "Guiding Questions", identify		1	kvn 11 31.4	or 20.4 1.4:	'	1	
and define areas in need of		1	who and now will the	How will the evaluation	'	1	
improvement for the following		·	fidelity be monitored?	tool data be used	'	1	1
group:		1		to determine the effectiveness of strategy?	'	1	
					4		

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	1
scoring Achievement						1
Levels 4 or 5 in	- Teachers are at varying skill	Strategy	Who	Teacher Level	2x per year	1
1	levels with higher order questioning	~			F 7	1
mathematics.	techniques.	Tier 1 – The	-Principal	-PLCs examine student work	District Baseline and Mid-Year	1
		purpose of this		and data.	Testing	1
	- PLC meetings do not focus on	strategy is to	-AP			1
		strengthen the	M-4h D Th	-Data from review of unit	3x per year	1
	upcoming lessons.	core curriculum. Students' math	-Math Resource Teacher	assessments and math	Quarterly Reviews of Benchmark	1
	- Administrators are at varying skill	skills will	-Math Teachers	notebooks will be analyzed &	rosters	1
		improve through	Wittin Teachers	discussed with students	rosters	1
	order thinking, questioning and concept		How	-Teachers reflect on lessons	During the Grading Period	1
	planning.	Higher Order		during the unit citing/using		1
		Thinking (H.O.T.)	-HCPS Informal	specific evidence of learning	-Administrative walkthroughs of	1
		Questioning. As a	Observation Pop-In	and use this knowledge to	higher order questioning strategies	1
		result, there will	Form (EET tool) (which	drive future instruction.	and accountable talk strategies	1
		be increased use of accountable talk	has H.O.T. as a strategy listed on the form.)	<u>_</u>	-Examples of student work	1
		between teacher-	usieu on ine jorm.)	Teachers chart their students'	-Examples of student work	1
		student and student-		individual progress towards mastery.	-Evidence of H.O.T. Questions in	1
		student.		mastery.	Lesson Plans	1
				PLC Level		1
		Plan			-Evidence of Manipulatives in Math	1
			1st Grading Period Check	PLCs calculate the average	Centers	1
		Teacher PD		unit assessment score for all	Student examples of problem	1
			Γ	their students across the PLC	-Student examples of problem- solving tasks	1
		-Instructional	-	per class/course.	Solving tasks	1
		coaches and key	2nd Grading Period Check	-PLCs discuss how to	- Common assessments (pre, post,	1
		teacher leaders provide school-	Oracine Terror Creek	report and share the data	mid, section, end of unit)	1
		based professional	F	with the Leadership Team		1
		development		" " " " " " " " "		1
		on how to plan	Γ	D		1
		appropriately paced	3rd Grading Period Check	-Data is used to identify effective activities in		1
		lessons that allows		future lessons.		1
		students sufficient		Tuture ressons.		1
		opportunity to practice new skills		Leadership Team Level		1
		using a research-	1			1
		based lesson format	1	-PLC facilitator will share		1
		that promotes		data with the Problem		1
		higher order		Solving Leadership Team.		1
		thinking. (EET		-The Problem Solving		1
		Rubric: 1a, 1b, 3a, 3c, 3e)		Leadership Team/Math		1
				Leadership Team will		1
		-Discuss and plan	1	review assessment data		1
		ways to increase	1	for positive trends at a		1
		student practice and	1	minimum of once per nine	1	1
		discussion of math	1	weeks.		1
		skills learned in the lesson. (instead of	1			1
		lesson being teacher				1
		centered)				1
		,		1st Grading Period Check		1
		(EET Rubric: 1a, 1b,				

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

	4d)		_		
	-PLCs ide	entify the	-		
	common	assessment	2 _{nd} Grading Period Check		
	for the up	pcoming	2nd Graunig Feriou Check		
	unit of in	struction.			
	PLCs are	answering	-		
	the questi	ion, "How	_		
	do we kn	low if they			
	have lear	ned it?"	3rd Grading Period Check		
	Do/Che	eck			
	F-0,0113	,			
	Teach	her			
		ons in the			
	Class	sroom			
	11	[]			
		_h			
	-Teac	chers			
	imple	ement			
	H.O.	<u>.</u>			
	quest	tioning niques in the			
	techn	riques in the			
	classi	room.			
	-At th	he end			
	of the	e unit,			
	teach	ners give			
	a con	nmon			
	assess	sment			
	identi	ified			
	from	the core			
	curric	culum			
	mater	rial. (EET			
	Rubr	ric 3d)			
	-Afte	er the			
	35565	esment,			
	teach	ers provide			
	timel	y feedback			
	and c	students use			
	the fe	eedback to			
	une re	nce their			
	learni	ing. (EET			
	Kubr	ric 3d)			
	Che	eck/Act			
	Teach	hers/			
	PLCs	s after			
	the C	Common			
	Asses	ssment			
	713563				
	-Teac	chers bring			
	thair	common			
	their	sment			
	asses	book to the			
	data t	back to the			
	PLCs	S			

-Based on data, teach reflect on t own teachi (EET Rub 4a) -Using the effective H	ers neir ng. ric		
effective H questioning strategies a techniques are identifi discussed, and model in order to implement techniques future less (EET 1c, 1 4d, 4e)	ed, lin in ins.		
-PLCs recc their work the PLC lo	on		
Administra Leadership Team	tors/		
-Through walkthroug teachers ar identified t excel in H, strategies a techniques order to se demonstrat classrooms (EET 4d, 4	enat D.T. nd in up ion		
-Classroon coverage is provided for teacher to attend demonstrat classrooms	ion		
PLC Facilitators Subject Ar Leaders put H.O.T.	/ ea		

	 strategies and techniques on			
	techniques on			
	every agenda			
	every agenda, allowing			
	teachers to share			
	successes and			
	challenges.			
	chancinges.			
	-H.O.T.			
	-п.О.1.			
	strategies and			
	techniques			
	are on the			
	Leadership			
	Team's agenda			
	in order to			
	discuss strategy implementation,			
	implementation,			
	concentrating			
	concentrating on barriers and			
	how they can be			
	overcome.			
	Whole Faculty			
	-Throughout			
	-Throughout the school year,			
	teachers will			
	participate			
	in faculty			
	SIP Reviews			
	where teachers			
	showcase			
	H.O.T.			
	strategies and			
	techniques.			
	techniques.			
		I		1

In grades 3-5, the percentage of all students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 12% to 17%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	12%	17%				
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	

	L .		1	L.	I	1	Т
3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.		
students making learning							
	-Teachers at varying levels of skill expertise in	Strategy	Who	Teacher Level	Ov ner veer		
gains in mathematics.	using checks for understanding techniques	Strategy	WIIO	reaction Level	2x per year		
		The purpose of	-Principal	-Teachers reflect on lessons	District Baseline and Mid-Year		
	PLCs need to spend time planning for checks	this strategy is to	- merpur	during the unit citing/using	Testing		
	for understanding within lessons.	strengthen the math	-AP	specific evidence of learning	l coming		
		core curriculum.		and use this knowledge to	During the Grading Period		
		Students'	-Math Resource Teacher				
		comprehension			-Examples of student work		
		of course content	-Math Teachers	Teachers chart their	· ·		
		improves by		students' individual progress	- Common assessments (pre, post,		
		participation in	-Peer and Mentor	towards mastery.	mid, section, end of unit)		
		regular Checks	Evaluators				
		for Understanding		PLC Level	-Student examples of problem-		
			How		solving tasks		
1		close of the lesson.	l	-Vertical team will discuss			
		(EET Rubric 3b	-PLC logs turned	strategies, ideas, and questions	5		
		and 3e)	into administration.	that address cross grade			
				level trends for strengths and			
		Action Steps	feedback.	areas of need. Data is used to			
		L.	Eid	identify effective activities in future lessons.			
		Plan	-Evidence of strategy in teachers' lesson	luture lessons.			
			plans seen during	Leadership Team Level			
		Teacher Planning	administration walk-	Leadership Team Level			
			throughs.	-Bridges Leadership Team			
		-PLCs identify the		will guide teachers through			
		essential skills and	-EET formal evaluations	effective vertical team			
		learning targets for the upcoming unit		discussions			
		of instruction. PLCs	-EET Pop-Ins (Admin				
		answer the question,	and Peer/Mentor)	-Leadership Team determines			
		"What do we want	1	and maintains a school-wide			
		students to learn?"	-EET formal	data system to track student			
		(EET Rubric 1e,	observations (Admin and	progress.			
		4d)	Peer/Mentor)				
		,	EET: C 1				
		 With PLCs, 	-EET informal	1st Grading Period Check			
1		teachers plan	observation(Admin and Peer/Mentor)				
		ways to check for	r cci/iviciitoi)	L			
		understanding	1st Grading Period Check				
1	l	throughout the		ጉ			
1	l	lesson (not just	F	2nd Grading Period Check			
		at the end of the					
		lesson). (EET	-	F			
		Rubric 1a, 3b, 4d)	2 _{nd} Grading Period Check	1			
		-With PLCs		Γ			
		teachers plan	⊢	3 _{rd} Grading Period Check			
		to incorporate					
		into their lessons	Γ				
1	l	specific strategies	3rd Grading Period Check	1			
1	l	to check for					
1	l	understanding					
1		during and at the					
1		close of the lesson					
		such as:				1	

	Think	k-Pair-Share		
	Think	k and Write		
	Tillik	k and write		
	3-2-1	Wrap-up		
	Break	k it Down		
	(Teach	Like a		
	Champ	non)		
	Exit T	Tickets		
	(Teach	Like a		
	Champ	pion)		
	Check	k for		
	Undersi	standing		
	(1each Champi	Like a		
	Спатр	non)		
	ŒET F	Rubric 1a,		
	3b, 4d))		
	-PLCs i	identify the		
	commo	on assessment		
	for the	upcoming instruction.		
	unit of t	are answering		
	the que	estion, "How		
	do we k	know if they		
	have le	earned it?"		
	Do/Ch	heck		
		ers in the		
	Classro	oom.		
	-During	g the		
	lesson	teachers		
1	consiste	ently		
	implem	nent checks		
	for und	derstanding		
	strategi	ies		
	effectiv Rubric	vely. (EET		
I	Rubric	(30)		
	-Teache	iers involve		
I	enough	n students in		
I	this tech	chnique to get urate pulse		
	an accu	urate pulse		
	of the s	students'		
I	underst	tanding in o adjust		
	instruct	tion if		
	needed	i. (EET		
	Rubric	c 3b, 3c, 3d,		
	3e)			
1				

Г		-Based on the			
		checks for			
		understanding data,			
		teachers persist in			
		seeking effective			
		approaches for			
		approaches for			
		students needing help and draw on			
		help and draw on			
		a broad/extensive			
		repertoire of			
		strategies such as:			
		When students			
		have difficulty			
		with the lesson,			
		the teacher probes			
		them for additional			
		information so			
		that the lesson			
		adjustment			
		aujustment			
		accurately addresses			
		the problem.			
		Offering an			
		alternative			
		explanation,			
		approach, style			
		of questioning or			
		student activity.			
		· I			
		Implementing			
		a collaborative			
		structure activity.			
		structure activity.			
		Significantly			
		Significantly			
-		modifying the			
		activity.			
		l.,			
		Changing the			
		pace.			
		Teachers			
		revealing to			
		students the reasons			
		for making a major			
		lesson change and			
		get their feedback			
		about its success.			
		If needed, teachers			
		identifying likely			
-		content and activity			
-		challenges in the			
		original lesson and			
		designing			
		designing a second			
		lesson that avoids			
		those challenges.			
L					

	(EET Rubric 3e)		
	-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		
	-Teachers bring		
1	their common		
1	assessment data to their PLCs.		
1	ileli PLCs.		
1	-Based on the data,		
	teachers reflect on		
	their own teaching.		
	(EET Rubric 4a)		
	-In PLCs teachers		
	discuss the		
	outcomes of checking for		
	understanding		
	strategies and		
	techniques during		
	their lessons. (EET		
	Rubric 4a, 4d)		
1			
]	-Using the data,		
]	effective checking		
1	for understanding strategies and		
1	techniques		
	are identified,		
	discussed, and		
	modeled in order		
	to implement		
	techniques in future		
1	lessons. (EET 1c,		
	1f, 4a, 4d, 4e)		
]	A from the		
]	-After the assessment,		
	teachers provide		
	timely feedback		
	and students use the		
	feedback to enhance		
1	their learning. (EET		
1	Rubric 3d)		
TT'II 1 1 AA1A			

Audorative Town - Through - Conforming Town - Through - Conforming Town - Conforming - Confo					
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southers acc section acc secti			Through		
wochers are dominified that work in the control of			walkthroughs		
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where to set up between the control of the control			strategies and		
where to set up between the control of the control			techniques in		
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d. 4-0 Classmorn coverage is provided for seachers to statend demonstration classrooms (FET 4-0) FIC Facilitators' Subject Area Leaders Department Heats put checking for understanding strategies and segonda, allowing seachers to share successes and challenges Clacking for indestanding strategies and seachers and share successes and challenges Clacking for indestanding strategies and sechiques are on the Leadership Team's agenda silicesus strategy implementation, concentrating on barriers and how they can be svereyone. Whole Faculty -Throughout It is school year, seachers will file school year, seachers will			classrooms. (EET		
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successes and challenges - Checking for anderstanding strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. Whole Faculty - Throughout the school year, teachers will participate in facults SIP Reviews			teachers to share		
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how they can be overcome. Whole Faculty -Throughout the school year, teachers will participate in faculty SIP Reviews	1		on barriers and		
overcome. Whole Faculty -Throughout the school year, teachers will participate in faculty SIP Reviews	1		how they can be		
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-Throughout the school year, teachers will participate in faculty SIP Reviews	1				
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faculty SIP Reviews	1		reaction at a in		
where teachers	1		participate in		
where teachers	1		racuity SIP Reviews		
			where teachers		

		showcase checking for understanding strategies and techniques			
Mathematics Goal #3: The points earned for students making learning gains on the 201 FCAT will increase from 61 to 66 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	61 pts.	66 pts.			

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

	3.2.	3.2.	3.2.	3.2.	3.2.	
	5.2.	J.2.	F.2.	ľ. - .	F.2.	
			L	L		
	-Teachers are at	Strategy:	Who	Teacher Level	2x per year	
	varying levels of					
	using Differentiated	The purpose of	-Principal	-Teachers reflect on lessons during	District Baseline and Mid-Year	
	Instruction strategies.				l .	
		this strategy is to		the unit citing/using specific	Testing	
	-Teachers tend to give	strengthen the math core	-AP	evidence of learning and use		
	all students the same	curriculum. Students'		this knowledge to drive future	During the Grading Period	
	lesson, handouts, etc.	comprehension of		instruction.	Paring the Grading Ferrou	
	iesson, nandouts, etc.		Fiviatii Resource Teacher	instruction.		
		course content improves			-Evidence of Manipulatives in	
		by participation in	-Math Teachers	-Teachers chart their students'	Math Centers	
		consistent, effective		individual progress towards mastery.		
		and appropriate	-Peer and Mentor Evaluators		-Student examples of problem-	
		Differentiated Instruction		PLC Level	solving tasks	
		strategies. Differentiated	How			
		Instruction is based		-PLCs calculate the average unit	- Common assessments (pre,	
1			DI Closs turn - 1 :t-			l
1 I	[on: acceleration,		assessment score for all their	post, mid, section, end of unit)	
1 I	[enrichment, extensions		students across the PLC per class/		
		and remediation. This	provides feedback.	course.		l
1		strategy focuses on		I		l
1			E : 1	N.C. F.		l
1 I	[the following types of	-Evidence of strategy in	-PLCs discuss how to report and		
1 I	[flexible grouping:	teachers' lesson plans seen	share the data with the Leadership		
1 I	[•	Team.		
			throughs.	reum.		
			unoughs.	l		
		Ability Grouping		-Data is used to identify effective		
			-EET formal evaluations	activities in future lessons.		
		-Heterogeneous/Mixed				
			EET Day Ing (Admin and	I dbi- T Il		
		Ability Grouping	-EET Pop-Ins (Admin and	Leadership Team Level		
			Peer/Mentor)			
		Individualized Work/		-Leadership Team determines what		
		Independent Study	-EET formal observations	specific data will be reported to the		
		macpenaent Staay				
			(Admin and Peer/Mentor)	Leadership Team		
		-Whole Class Instruction				
			-EET informal	-PSLT uses data to evaluate		
		Pairs or Partners	observation(Admin and Peer/			
1 I	[1 and of 1 artifets				
1 I	[l	Mentor)	implementation, supplemental		
1 I	[Action Steps		instruction for targeted students and		
1		_	School-based informal walk-	future professional development for		l
1		Blom		teachers.		l
1				icaciicis.		l
1			the school's SIP strategies.			l
1 I	[Teacher Planning	I			
I	[reacher Flanning	I			
I	[I	1st Grading Period Check		
I	[Using data from	I			
1		previous assessments	1	L		l
1			Lat Grading Period Check	Γ		l
 		and daily classroom	UN CHARLES I CHOOL CHEEK			l
1		performance/	1	<u> </u>		l
1		work, teachers plan	⊢	2nd Grading Period Check		l
I	[Differentiated Instruction	J	Zam Grading Feriod Check		
I	[` -			
I	[groupings and activities	I	-		
1		for the delivery of new	2nd Grading Period Check			l
1		content in upcoming	1	L		l
I	[lessons.	L			
1		10350113.	Γ	3rd Grading Period Check		l
1		L	1			l
1		Do I give my students:	Γ			l
1			3rd Grading Period Check			
		Different ways to take	STRUME I CHOU CHEEK			
1			I			
		in information				
TT'II 1 1 4014						

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, during the unit of study and at the end of
unit of study.
Create a variety of activities and tasks
activities and tasks
that allows students to
explore concepts and standards in different
ways.
ways.
-Give students choices
in some of their learning
activities.
For High Performing,
Gifted, Honors and
Advanced Students, do
F I I I I I I I I I I I I I I I I I I I
Make modifications
to ensure students are
challenged with higher-
level thinking
-Use curriculum
compacting, independent
study, and extension
activities where appropriate
аррофилас
For Lower Ability and
Students with Learning
Difficulties:
-Assess specific skills
and knowledge that need
remediation and utilize

_						
ſ			a variety of strategies to			
-	1		help students in these			
- 1			areas.	l		
- 1						
- 1			For English Language	l		
-	1		Learners:			
- 1						
- [1		Use gestures, visuals			
- 1	1		and graphic organizers			
-	1		when explaining	l		
-	1		concepts	l		
- [1		concepts			
- 1			-Specifically pinpoint			
- 1			and teach the academic	l		
- 1			language these students	l		
-1	1		need to learn in order to	l		
-	1		complete a task.	l		
-	1		complete a task.			
- 1			-Recognize cultural/			
- 1						
- 1			experiential differences, and when feasible			
- 1			includes these in units			
- [1		includes these in units	l		
- 1	1		and examples.			
-	1		GEG DL: 43 4-)			
-	1		(EET Rubric 4d, 4e)			
-	1		Thama waa atuudamt			
- 1	1		-Teachers use student			
- 1	1		data (formative			
1			assessments, common			
1			assessments, daily work,			
-	1		etc.), student interests,			
1			and student learning			
1			styles to plan appropriate			
-	1		Differentiated Instruction			
-	1		lessons that meet the			
-	1		individual needs of			
1			all students in the			
- 1	1		classroom. (EET Rubric			
- 1	1		1b)			
1			DI C 11 ('C.4)			
1			-PLCs identify the			
- 1			essential skills and			
- 1	1		learning targets for			
- 1			the upcoming unit of			
- 1			instruction. PLCs answer			
- 1			the question, "What			
-	1		do we want students to			
-	1		learn?" (EET Rubric 1e,			
-	1		4d)			
1			DI C 11 ('C.4)			
1			-PLCs identify the			
1			common assessment for			
1			the upcoming unit of			
1			instruction. PLCs are			
- 1			answering the question,			
- 1	1		"How do we know if			
- 1	1		they have learned it?"			
L		ļ				

	Do/Check		
	Teachers in the Classroom		
	Teachers implement		
	lessons using Differentiated Instruction		
	activities. (EET Rubric		
	3c)		
	-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		
	-Teachers bring their		
	common assessment data to their PLCs.		
	-Based on the data, teachers reflect on their		
	own teaching. (EET		
	Rubric 4a)		
	-PLCs teachers discuss		
1	the outcomes of their		
	DI lessons and share the		
	effectiveness of their lessons.		
1	-After the assessment,		
1	teachers provide timely feedback and students		
1	use the feedback to		
I	enhance their learning.		
	(EET Rubric 3d)		
1	-Using the data, effective		
I	Differentiated Instruction		
1	strategies and techniques are identified, discussed,		
I	and modeled in order to		
1	implement techniques in		
	future lessons. (EÉT 1c, lf, 4a, 4d, 4e)		
	11, 74, 74, 40)		
	-Based on the data,		
	teachers plan future Differentiated Instruction		
	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)
-PLC Facilitators/
Subject Area Leaders/
Department Heads put
Differentiated Instruction
strategies and techniques
on every agenda,
allowing teachers to
share successes and
challenges.
- Differentiated
Instruction strategies
and techniques are
on the Leadership
Team's agenda in order
to discuss strategy
implementation,
concentrating on barriers
and how they can be
overcome.
[]
Whole Faculty
-Throughout the school
vear, teachers will
participate in faculty SIP
Reviews where teachers
showcase Differentiated
Instruction strategies and
techniques.
promingues.

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

3.3.	3.3.	3.3.	33.	3.3.	
r 1 c	TC: 1 TC	KX 71			
-Lack of infrastructure to	Tier 1 – The purpose	Who	Teacher Level	2x per year	
support technology	of this strategy is to strengthen the math core	Dringing	Teachers reflect on lessons during	District Baseline and Mid-Year	
support technology	curriculum. Students'	Frincipal	the unit citing/using specific	Testing	
-Lack of technology		-AP	evidence of learning and use	resting	
hardware	course content improves		this knowledge to drive future	During the Grading Period	
	through the use of	-Technology Resource	instruction.	During the Grading Feriod	
	technology and hands-on			-Informal assessment of student	
at varying	activities to implement		-Guide students in using Go! Math	utilization of online math	
	the standards.	-Math Resource Teacher	online resources.	resources	
the intent of the					
CCSS	Action Steps	-Math Teachers		-Common assessments (pre, post,	
				mid, section, end of unit)	
	-PLCs write SMART	How	1st Grading Period Check		l
	goals based on each				l
	Grading Period of	-PLC logs turned into	F	1	I
	material. (For example,	administration. Administration	2nd Grading Period Check		l
	during the first Grading	provides feedback.	I —	1	I
	Period, 70% of the	Esidence of decision	⊢	1	I
	students will score an 75% or above on each	-Evidence of strategy in	Brd Grading Period Check	1	I
	unit of instruction.)	teachers' lesson plans seen during administration walk-	The Control of the Control		
	unit of msu uction.)	throughs.			
	-As a Professional	illioughs.			
	Development activity	-EET formal evaluations			
	in their PLCs, teachers	FEET Tormar evariations			
	spend time sharing,	-EET Pop-Ins (Admin and			
	researching, teaching,	Peer/Mentor)			
	and modeling technology	,			
	and hands-on strategies.	L			
		I		1	I
	-PLC teachers instruct	⊢		1	I
	students using the	1st Grading Period Check		1	I
	core curriculum,				l
	incorporating strategies	-			l
	from their PLC	2nd Grading Period Check			l
	discussions.	2na Grading Feriod Check		1	I
	A 4 4 h	L		1	I
	-At the end of the unit,	L		1	I
	assessment identified	3rd Grading Period Check			l
	from the core curriculum				l
	material.	1		1	I
	material.				l
	-Teachers bring	I		1	I
	assessment data back to	I		1	I
	the PLCs.				l
					l
	-As a Professional	I		1	I
	Development activity,				l
	teachers use data to				l
	discuss strategies that	I		1	I
	were effective.				l
	L	I		1	I
	-Based on data, PLCs			<u> </u>	l

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool		
group:			l	effectiveness of strategy?		I	1
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.		See Goals 1, 2, 3 and 5			4.1.		

	т						
Mathematics Goal #4:	2012 Current Level of	2013 Expected	1 '	1	1	1	1
	Performance:*	Level of	1 '	1	1	1	1
	,	Performance:*	1 '	1	1	1	1
	1	T CITICITIANICC.	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
16 11 1	1	1	1 '	1	1	1	1
The points earned for students in	1	1 '	1 '	1	1	1	1
the lowest 25% making learning	1	1 '	1 '	1	1	1	1
gains on the 2013 FCAT Math will	.[1 '	1 '	1	1	1	1
increase from 45 to 50 points.	1	1 '	1 '	1	1	1	1
merease from 43 to 30 points.	1	1	1 '	1	1	1	1
	1	1	1 '	1	1	1	1
	1	1	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	1	1	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	 '	└──			 '		
	45 pts.	50 pts.	1 '	1	1	1 1	1
	Ho hro.	po pis.	1 '	1	1	1	1
	1 - '	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
1	1	1	1 '	1	1	1	1
	 '		 '		 '		
	1	4.2.	4.2.	4.2.	4.2.	4.2.	1
	1	1 '	1 '	1	1	1	1
1	1	1	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
1	1	1	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
1	1	1	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	
	1	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	
	<u> </u>		<u> </u>	<u></u>	<u> </u>		
	1	4.3	4.3.	4.3.	4.3.	4.3.	1
	1	1 '	1 '	1	1	1	
	1	1 '	1 '	1	1	1	
	1	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
	1	1	1 '	1	1	1	1
	1	1	1 '	1	1	1	1
	1	1 '	1 7	1	1	1 1	1
	1	1	1 '	1	1	1	1
	1	1 '	1 '	1	1	1	1
		<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
Based on the analysis of student	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	,	
achievement data, and reference	,		1	1	,	1	1
acilievement data, and reference	1	1	1 '	1	1	1	1
to "Guiding Questions", identify	1	1 '	Who and how will the	How will the evaluation	1	1 1	1
and define areas in need of	1	1 '	C 1 1:4. h	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	1	1
improvement for the following	1	1 '	fidelity be monitored?	tool data be used	1	1	1
and around	1	1 '	1 '	to determine the	1	1	1
subgroup:	1	1 '	1 '	effectiveness of strategy?	1	1	
				encenveness of strategy.	<u></u>		1

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:						

5A. Student subgroups by	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
ethnicity (White, Black,						
	Gr. L. r.	C44	N71	Tarahan I amal	Dania - the Condine Desired	
Hispanic, Asian, American	- Students not	Strategy	Who	Teacher Level	During the Grading Period	
Indian) not making	receiving academic support outside of	Tier 2/3 - Students	Principal	-Teachers will allow ten	-Benchmark mini assessments	
satisfactory progress in	math classroom	math skills will	ri imcipai	minutes/three time per week	-Benefithark mini assessments	
	instruction	improve through	-AP	for students to work on		
mathematics	instruction	providing a	111	FASTT Math		
		supplemental mat	Math Resource Teacher	11311111111		
		class.		Teachers may voluntarily be		
			- Math Teachers	available before school for		
		Action Steps		extra help with basic math		
			How Monitored	facts		
		 Identify students 				
		in lowest quartile	- FASTT Math Reports	Administrative Level		
		and/or Level 1				
1		L	F	AP reviews District-level		
		2. Think Central		baseline and midyear		
1		Target lessons	Γ	assessments during		
1		, D .	1st Grading Period Check	Quarterly Reviews of		
		3. Recommend		Benchmark rosters.		
		for SES tutoring	-	S chichina i rosters.		
		program				
		DI	F			
		Plan	2 _{nd} Grading Period Check	Lst Grading Period Check		
				14 Grading Feriod Check		
		Planning/PLCs	-	L		
		Before the Lesson	L			
		DI C : 1 · · · · · ·		-		
		 PLCs identify essential tested 	3 _{rd} Grading Period Check	2nd Grading Period Check		
		skills/standards/				
		benchmarks for	F	-		
		their students that				
		need reinforcement		F		
		and/or remediation.		3 _{rd} Grading Period Check		
		(EET Rubric				
		lb, 1c, 4a, 4d) -				
1		Teachers discuss				
1		how to correlate				
		mini lessons with				
		core curriculum.				
		D 1 4				
1		- Based on the				
		data, PLCs				
		develop a one-two week projected				
		timeline/calendar				
		for teaching the				
		essential skills				
		and/or standards				
		covered in the core				
		curriculum. (EET				
		Rubric 1b, 1e, and				
		4d)				
		-Teachers discuss]			

strategies for			
teaching the mi	ni l		
lessons.			
2555115.			
Do/Check			
DO/Olleck			
Teachers in the			
Classroom			
-Teachers			
implement the r	nini		
lessons and min	i		
assessments to	he		
whole group or			
targeted student	S.		
Check/Act			
Teachers/PLCs			
after the Mini-			
Assessments			
-Teachers bring			
assessment data			
back to the PLC	s.		
(EET Rubric 4	d)		
`	´		
-Based on the d	nta,		
teachers reflect	on		
their own teach	ng.		
(EET Rubric 4	a)		
-As a Profession	nal		
Development			
activity in their			
PLCs, teachers	use		
the mini assessr	nent		
data and classro	om		
assessments to			
adjust the mini-			
lesson timeline/			
calendar.			
			
-If needed			
Differentiated			
Instruction min			
lessons/assessm			
are given to targ			
students as Tier	1		
interventions.			
-Based on mini			
assessment data			
skills are moved			
a maintenance (10-		
teaching schedu (EET Rubric 1	h		
LET KUDTIC I	u,		

		3c, 3e, 4d) -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)			
Math Goal #5A: The percentage of Hispanic_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 35% to 42%.	Performance:*	2013 Expected Level of Performance:*			

	White: target met	White: target					
		met					
	Black: target met						
		Black :target					
		met					
	Inspanie.3370	11100					
	Asian: target met	Hispanic:42%					
		-r · · · · ·					
	American Indian: na	Asian: target					
		met					
		American					
		Indian: na					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference							
to "Guiding Questions", identify and define areas in need of			Who and how will the	How will the evaluation			
improvement for the following			fidelity be monitored?	tool data be used			
subgroup:				to determine the effectiveness of strategy?			
				effectiveness of strategy!	!		

5B. Economically Disadvantaged students not making satisfactory progress in mathematics.		See Goal 5A.1	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B:	Performance:*	2013 Expected Level of Performance:*					
In grades 3-5 42%Econ. Disadv. students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 10% in 2013.							
	36%	42%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
D	A4: .: 4 - 3 D	C44	Fidelias Charle	Ctt	64 J4 Fl4: Tl		
Based on the analysis of student	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference							
to "Guiding Questions", identify			Who and how will the	How will the evaluation			
and define areas in need of			fidelity be monitored?	tool data be used			
improvement for the following			· ·	to determine the			
subgroup:				effectiveness of strategy?			
5C. English Language	5C.1.	5C.1.			5C.1.		
Learners (ELL) not							
making satisfactory		See					
progress in mathematics.							
		Goals 1,					
		2, 3 and					
		5					
							l
							l
							1
							l

Mathematics Goal #5C:	2012 Current Level of	2013 Expected					
Triamentaries Goar was:	Performance:*	Level of					
		Performance:*					
In grades 3-5 34% FIII students							
In grades 3-5, 34%ELL students will score a Level 3 or above on							
the 2013 FCAT Math Test or							
the percentage of non-proficient							
students will decrease by 10% in							
2013.							
ŀ							
		- 10 /					
	30%	34%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
					l		
Based on the analysis of student	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		-
achievement data, and reference	Anticipated barrier	Suategy	Fluenty Check	Strategy Data Check	Student Evaluation 1001		
to "Guiding Questions", identify			L	L			
and define areas in need of			Who and how will the	How will the evaluation tool data be used			
improvement for the following			ridelity be monitored?	tool data be used to determine the			
subgroup:				effectiveness of strategy?			
	I	I	I	procuveness of strategy?	I		I

5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (SWD) not		55.1.	D.1.	[VD.1.	
Disabilities (SWD) not		L				
making satisfactory		N/A				
progress in mathematics.						
Mathematics Goal #5D:	2012 Current Level of	2013 Expected				
	Performance:*	Level of				
		Performance:*				
In grades 3-5, 86%SWD students						
will score a Level 3 or above on						
the 2013 FCAT Math Test or						
the percentage of non-proficient students will decrease by 10% in						
students will decrease by 10% in 2013.						
2013.						
	1.00/	2.101				
	12%	21%				
			1			

	5D.2.	5D.2.	5D.2.	5D.2.	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 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

Subject

Grade Level/

PD Facilitator

PLC Leader

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

meetings)

Hot Talk Cool Moves	K-5	Math Resource Teacher	PLC, Grade Level, School Wide	Sept. 2012-May 2013	Classroom Visits	Administration
Basic Facts: Multiplication /Division, Addition/ Subtraction		District Level Math Staff			Administrative Walkthroughs of PLC Meetings	Math Resource Teacher
Connections-Case of the 4 Operations						
Powerful Planning						
Meaty Math- Grade Level Specific Trainings Use of Math Manipulatives in the Classroom	K-5	Math Resource Teacher	PLC, Grade Level, School Wide	Sept. 2012-May 2013	Classroom Visits	Administration
Problem Solving Strategies in Math Instruction		District Level Math Staff			Administrative Walkthroughs of PLC Meetings	Math Resource Teacher

FASTT Math

Go-Math Technology

End of Mathematics Goals

Elementary and Middle School Science 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.	1.1.	
scoring proficient (Level	NY / 11 / 1	Gr	X Z	Science PLCs will review unit	L	
3-5) in science.	-Not all teachers are able to attend	Strategy 1		assessments and chart the increase	2x per year	
	available science	Tion 1 The	Principal Principal		District-level baseline	
	trainings on dates		Principal	at least 80% mastery on units of	and mid-year tests	
		strategy is to	APEI	instruction.	and mid-year tests	
	district.	strengthen the		PLC facilitator will share data with	-Evidence of ongoing	
	district.		Science Resource Teacher	2 2 C Idellitator Will Share data With	long-term investigations	
	-Not all	Students will		Team. The Problem Solving	leasy terms are transparent	
	teachers are		Science Teachers	Leadership Team will review	-Evidence of hands-on	
		solving and		assessment data for positive trends at	inquiry	
	of the strategies	creative thinking	How Monitored	a minimum of once per nine weeks.		
		skills while		Vertical PLC's once a month (in	-Administrative Walk-	
			-PLC logs turned	grades 3-5)	throughs	
	as engaging the		into administration.			
			Administration provides	-	- Evidence of technology	
	time, accountable		feedback.		(utilizing instructional	
	talk, higher order				calendar website links	
	questioning, etc.	the number of	- Evidence of strategy in		and National Geographic	
	-Not all PLC	inquiry based instruction	teachers' lesson plans seen	L	resources)	
	meetings		during administrative walk- throughs.		- Schoolwide science	
	include regular	engagement,	unoughs.	-	learning events	
		explore time,	-Classroom walk-throughs	2 _{nd} Grading Period Check	icarining events	
			observing inquiry based	L	Participation in district	
	and/or the	and higher order	instruction. PSLT will create		competitions	
	implementation		a walk-through fidelity	-	1	
	of the inquiry	per unit of	monitoring tool that includes	3 _{rd} Grading Period Check	Evidence of teacher	
	model.		all of the SIP strategies. This		questioning in lesson	
			walk-through form will be		plans	
	-Teachers are	Action Steps	used to monitor the			
	at varying				Semester Exams	
	skill levels	1. Teachers	implementation of the SIP			
	with the use of achievement	will attend District Science	strategies across the entire faculty.		During the nine weeks	
	series to	training and share			- Mini Assessments	
	accurately	information with	1		- IVIIII ASSESSIIICIIIS	
1	,	their PLCs.			-Unit assessments	
	data.	then 1 Ees.			Omt assessments	
		2. PLCs write				
		SMART goals	1st Grading Period Check			
		based on each				
		nine weeks of	L			
		material. (For				
		example, during	F			
		the first nine	2 _{nd} Grading Period Check			
		weeks, 75%				
		of the students	Γ			
		will score an	L			

	000/		1
	80% or above		
	on each unit of		
	instruction.)		
	3. As a		
	Professional		
	Development		
	activity in		
	their PLCs,		
	then 1 Les,		
	teachers spend		
	time sharing,		
	researching,		
	teaching, and		
	modeling inquiry		
	based instruction		
	strategies.		
	4. PLC teachers		
	instruct students		
	using the core		
	curriculum and		
	inquiry based		
	inquiry based		
	instruction		
	strategies.		
	5. At the end of		
	the unit, teachers		
	give a common		
	assessment		
	identified		
	from the core		
	curriculum		
	material.		
	illateriar.		
I	6. Teachers bring		
	o. reactions bring		
	assessment data		
i	back to the PLCs.		
I			
I	7. Based on the		
	data, teachers		
I	discuss inquiry		
	based instruction		
	strategies that		
I	were effective.		
	8 Based on		
	data, PLCs use		
	the problem-		
	and producting		
I	solving process		
	to determine		
	next steps of		

planning inquiry		
based instruction		
oased histraction		
strategies.		
9. PLCs record		
their work in the		
PLC logsHow		
will we explain		
to students what		
they are expected		
to learn in order		
to demonstrate		
mastery on the		
assessment? How		
will we explain		
to students the		
performance		
standards by which		
standards by Which		
their learning will be evaluated?		
pe evaluatea?		
l		
How will we		
involve the student		
in self-assessment		
and monitoring?		
How will we		
collect and track		
end-of-unit		
assessment data in		
order to evaluate		
student growth?		
(EET Rubric 1f,		
4d).		
Do/Check		
Teachers in the		
Classroom		
Ciussi ooni		
PLC teachers		
instruct students		
using the core		
curriculum,		
incorporating		
effective strategies		
and Differentiated		
Instruction activities		
discussed at their		
PLC meetings.		
1.0		
-At the end of the		
unit, teachers give a		
common assessment		
identified from the		
science curriculum		

	material. (EET		
	Rubric 3d)		
	1445.14 04)		
	Check/Act		
	Cneck/Act		
	Teachers/PLCs		
	after the Common		
	Assessment		
	-Teachers bring		
	assessment data		
	back to the PLCs.		
	(EET Rubric 3d,		
	4d)		
	[^{tu)}		
	Dddd		
	-Based on the data,		
	teachers reflect on		
	their own teaching.		
	(EET Rubric 4a)		
	I [
	-Based on the data,		
	teachers discuss		
	inquiry based		
	strategies that were		
	effective. (EET		
	Rubric 4a, 4d)		
	-Based on the data,		
	teachers a) decide		
	what skills need		
	to be re-taught in		
	a whole lesson to		
	the entire class, b)		
	decide what skills		
	need to be moved		
	to mini-lessons for		
	the entire class and		
	c) decide what skills		
	need to re-taught to		
	targeted students.		
	(EET Rubric 1b		
	and 1c)		
	N.C. E		
	-PLCs discuss		
	inquiry based		
	strategies for re-		
	teaching of essential		
	skills.		
	-PLCs discuss		
	how the data will		
	be used to inquiry		
	based during the		
	initial teaching		
	of the upcoming		
1	lesson.		
	-After the		
77111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			

		assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d) Whole Faculty -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM and DI strategies.			
In grade 5, the percentage of all students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 37% to 42%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	37%	42%			

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

· ·	_		L a	l	L -	
	.2.	1.2.	1.2.	1.2.	1.2.	
	Teachers are	Strategy 2	Who	PLCs will review	2x per year	
	t varying skill	or accept 2	,,,,,,	evaluation data.	per year	
		Tier 1 – The purpose of this	Principal		District-level baseline and mid-year	
		strategy is to strengthen the		PLC facilitator will share		
		core curriculum. Students'		data with the Problem	10313	
1	nodel.	science skills will improve		Solving Leadership	-Evidence of ongoing long-term	
ľ				Team. The Problem	investigations	
	Administrators	5E lesson plan model.		Solving Leadership Team		
	re at varying			will review assessment	-Evidence of hands-on inquiry	
		Action Steps 2.1		data for positive trends at	-Lvidence of hands-on inquiry	
	inderstanding		How Monitored	a minimum of once per	-Administrative Walk-throughs	
		Teachers will attend	riow Monitored	nine weeks.	-Administrative wark-unoughs	
			-PLC logs turned into	illie weeks.	- Evidence of technology (utilizing	
Ι Ι Γ	158011 IIIOUEI		administration. Administration		instructional calendar website links	
	PLC are		provides feedback.		and online National Geographic	
l		information with their PLCs.	provides reedback.			
	not being	DI Ca verita SMADT ac-1-	Evidance of stretagy in toos!		Resources)	
			-Evidence of strategy in teachers' lesson plans seen during	1st Grading Period Check	Sahaaluuida aajau 1	
					- Schoolwide science learning	
			administration walk-throughs.	-	events	
		during the first nine weeks,		L	Date to the transfer of the	
		75% of the students will score			Participation in district competitions	
			observing this strategy. PSLT	2nd Grading Period Check		
P	lanning time		will identify PSLT will create a		Evidence of teacher questioning in	
			walk-through fidelity monitoring		lesson plans	
			tool that includes all of the SIP	H		
			strategies. This walk-through	3rd Grading Period Check	During the nine weeks	
			form will be used to monitor			
			the implementation of the SIP		- Mini Assessments	
			strategies across the entire			
			faculty.		-Unit assessments	
		4. PLC teachers instruct				
		students using the 5 E Lesson				
		Plans.				
		5. At the end of the unit,	1st Grading Period Check			
		teachers give a common	<u> </u>			
		assessment identified from the	L			
		core curriculum material.				
			F			
		6. Teachers bring assessment	2 _{nd} Grading Period Check			
		data back to the PLCs.				
			F			
		7. Based on the data, teachers	L			
		discuss effectiveness of the	2 . Cuading Davied Charle			
		5E Lesson Plans.	ord Grading Period Check			
		8 Based on data, PLCs use				
i i i		the problem-solving process	I			
		7. Based on the data, teachers discuss effectiveness of the 5E Lesson Plans. 8 Based on data, PLCs use	– – 3 _{rd} Grading Period Check			

			to determine next steps of 5 E Lesson planning. 9. PLCs record their work in the PLC logs.			
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	

2 ECATE 2 0 Ct. 1 t	2.1.	2.1.	2.1.	2.1.	2.1.	
	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in science.	- Teachers are	Strategy	Who	Teacher Level	2x per year	
	at varying skill		l		L	
	levels with higher	The purpose of this	Principal		District Baseline and Mid-	
	order questioning	strategy is to	-AP	the unit citing/using specific evidence		
	techniques.	strengthen the science core	TAP	of learning and use this knowledge to drive future instruction.		
	- PLC meetings	curriculum.	-Science Coach	drive future instruction.	During the Grading Period	
	need to focus on	Students'	Science Coach	-Teachers maintain their assessments	- Common assessments (pre,	
	identifying and	comprehension of	-Science Resource	in the on-line grading system.	post, mid, section, end of	
	writing higher order			[unit)	
			-Peer and Mentor Evaluators	-Teachers use the on-line grading	 	
	during the lessons.	through		system data to calculate the average	Science Notebooks	
		participation in	How	unit assessment score for all their		
		higher order		students per class/course.	Science Inquiry Rubrics	
		thinking	-PLC logs turned into			
		questioning	administration. Administration	-Teachers chart their students'		
			provides feedback.	individual progress towards mastery.		
		higher order/ Webb's Depth of	-Evidence of strategy in teachers'	DLC Laval		
		Knowledge to	lesson plans seen during	PLC Level		
		promote critical	administration walk-throughs.	-PLCs calculate the average unit		
		thinking and	daministration want unoughs.	assessment score for all their students		
		problem-solving	-EET formal evaluations	across the PLC per class.		
		skills. This strategy				
		will be	-EET Pop-Ins (Admin and Peer/	PLCs discuss how to report and share		
		implemented across	Mentor)	the data with the Leadership		
		all content areas.				
		For this strategy,	-EET formal observations (Admin	Team.		
		teachers implement a variety or series	and Peer/Mentor)	-Data is used to identify effective		
		of questions/	-EET informal observation(Admin			
		prompts to	and Peer/Mentor)	activities in ruture ressons.		
		challenge students		Leadership Team Level		
		cognitively,	-School-based informal walk-	P		
		advance high level	through form which includes the	-Leadership Team determines what		
		thinking and		specific data will be reported to the		
		discourse, and	school's SIP strategies.	Leadership Team		
		promote meta-	1			
		cognition. (EET		-Leadership Team determines and		
		Rubric 1e, 3b)		maintains a school-wide data system to track student progress.		
		Action Steps	1	to track student progress.		
1		Letion Steps	1st Grading Period Check	-PLC facilitator/ Science Resource		
		Pian Pian		shares data with the Problem Solving		
		T	L	Leadership Team.		
		Teacher PD for	l	•		
		General Higher	F	-PSLT uses data to evaluate		
		Order Order	2nd Grading Period Check	the effectiveness of strategy		
		I	l	implementation, supplemental		
		-Teachers attend	F	instruction for targeted students and		
		school-based	L	future professional development for		
1		professional	Γ	teachers.		
1		development	3 _{rd} Grading Period Check			
		activities on higher	l			
	ļ	order questioning				

	strategies and apply			
	those strategies in			
	the Classiconi.	1st Grading Period Check		
	Planning/PLCs			
	Planning/PLCs	F 1		
	Before the Lesson			
	1	F 1		
	-PLCs identify the	2nd Grading Period Check		
	common assessment			
	for the upcoming	L		
	unit of instruction.			
	PLCs answer the	L		
	quagtion "Have do			
	we know if they	3 _{rd} Grading Period Check		
	have learned it?"			
	(EET			
	(EE1			
	Dubut 16 (4)			
	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			
	higher order			
	questions to			
	increase rigor in			
	lesson plans and			
	lesson plans and			
	promote student			
	accountable talk.			
	l			
	(EET Rubric 1a, 1b,			
1	1e, 1f, 3b, 4a, 4d)			
	-Within PLCs,			
	teachers plan and			
1	write for higher			
	order questions in			
	upcoming lessons.			
	(EET Rubric 1a,			
1	1b, 1c, 1e, 3b, 4d)			
	[, , , , , , , , ,]			
	Do/Check			
	Dovalieur			
	L			
	Teachers in the			
	Classroom			
1				
	-During the lesson,			
	teachers frequently			
	ask higher order			
1	questions. The			
	teacher responds			
	edeller responds			

	to students' correct	
	answers by probing	
	for higher-level	
	understanding in an	
	effective manner.	
	(EET Rubric 1b,	
	3b, 3e)	
	-During the	
	lesson, teachers	
	successfully engage	
	all students in the	
	discussion. (EET	
	Rubric 1b, 3b, 3e)	
	-Students formulate	
	many of the high-	
	level questions	
	and ensure that all	
]	voices are heard.	
	(EET Rubric 3b)	
	-Students are	
	provided with	
	opportunities to	
	reflect on classroom	
	discussion	
	and discourse	
	to increase	
	understanding of	
	learning objective.	
	(EET Rubric 1c,	
	3a, 3b, 3c)	
	-At the end of	
	the unit, teachers	
	administer	
	the common	
	assessment.	
]	Check/Act	
]		
]	PLCs After	
	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			
	assessment,			
	teachers provide			
	timely feedback			
	and students use the			
	feedback to enhance			
	their learning. (EET			
	Rubric 3d)			
	Administrators/			
	Aaministrators/ Leadership Team			
	Leauership ream			
	Thomas			
	-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)			
	4u, 4e)			
	Classraam			
	-Classroom			
	coverage is			
1	provided for			
	teachers to attend			
	demonstration			
	classrooms. (EET			
	4e)			
	-PLC Facilitators/			
	Subject Area			
1	Leaders put higher			
	order thinking			
1	questioning			
	techniques/Costa's			
	higher order/			
	higher order/ Webb's Depth			
	W COO'S Deptil			
	of Knowledge			
	questions on every			
1	agenda, allowing			
	teachers to share			
	· · · · · · · · · · · · · · · · · · ·		-	

		successes and			
		challenges.			
		-The higher order			
		- The higher order			
		strategy is on the			
		strategy is on the Leadership Team's			
		agenda in order to			
		discuss strategy			
		implementation,			
		concentrating			
		on barriers and			
		how they can be			
		overcome.			
		overcome.			
		W 1 F 1	ĺ		1
		Whole Faculty	ĺ		1
			ĺ		1
		-Throughout	ĺ		1
		the school year,	ĺ		1
		taaahara martiainata			
		teachers participate			
		in faculty SIP			
		Reviews where			
		teachers showcase			
		higher order			
		thinking effective			
		unnking effective			
		strategies.			
Science Goal #2:	2012 Current	2013Expected			
Science Goul 112.	Level of	Level of	ĺ		1
		D C di			
	Performance:*	Performance:*			
			ĺ		
In grade 5, the percentage of all			ĺ		1
students scoring a Level 4 or higher	1		ĺ		1
students scoring a Level 4 of higher			ĺ		1
on the 2013 FCAT Science will			ĺ		
increase from 9% to 14%.			ĺ		1
110111 // 10 11 // 10			ĺ		
1			ĺ		1
1			ĺ		
1			ĺ		1
			<u> </u>		
	00/	1.40/			
1	9%	14%	ĺ		1
1			ĺ		1
1			ĺ		1
		1			

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	Subject	and/or	(e.g., PLC, subject, grade level, or	(e.g., Early Release) and		Monitoring
Inquiry Monday	K-5	PLC Leader District Level Science Training Team	school-wide) School-Wide	Schedules (e.g., frequency of meetings) Sept. 2012-May 2013	Administrative Classroom Visits	Administration
Grade Level Physical, Earth,					Administrative Walkthroughs of PLC's	Science Resource Teacher
Life Science					(in grades 3-5)	
Long Term Investigations	K-5	District Level Science Training Team	School-Wide	Sept. 2012-May 2013	Administrative Classroom Visits	Administration
Science Technology Training		ream			Administrative Walkthroughs of PLC's (in grades 3-5)	Science Resource Teacher
Science and Reading	K-5	Crane, Bolt, Ballard	School-Wide	Sept. 2012-May 2013	Evidence of technology (utilizing district instructional calendar, web-site links and online National Geographic Resources Administrative Classroom Visits	Administration
					Administrative Walkthroughs of PLC's (in grades 3-5)	Science Resource Teacher

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End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	•		Strategy 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						
Level 3.0 or higher	- Teachers new to	Tier 1 – The	Who	PLCs will identify trends	Monthly	
		purpose of this		(deficiencies and growth) in		
in writing.			Principal		Student monthly demand	
	Writing training and				writes, student daily	
	are still developing	core curriculum.		instructional calendar to provide	drafts, conferencing	
		Students' writing		differentiated instruction as	notes, STAR Interview,	
		skills will		appropriate.	writing portfolio	
	- Teachers lack	improve through				
	sufficient time to	participation of	4th Grade Writing Teachers	PLCs - Review of monthly	3x per year	
	score student papers	best practices for		formative writing assessments to		
		teaching writing.	How Monitored	determine number and percent	Benchmark Rosters	
	- Teachers lack	Best practices		of students scoring above		
	common planning	include PLC		proficiency as determined by the		
	time to meet in PLCs		administration. Administration			
		calendars,	provides feedback.	chart the increase in the number		
	deficiencies in	Differentiated		of students reaching 4.0 or above		
	writing or trends	Instruction and		on the monthly writing prompt.		
		effective holistic	observing this strategy.			
		scoring methods.		PLC facilitator will share data		
			 Evidence of strategy in 	with the Problem Solving		
		Action Steps	teachers' lesson plans seen	Leadership Team. The Problem		
				Solving Leadership Team will		
		1. As a Professional	throughs.	review assessment data for		
		Development	HODG I C I OI I	positive trends.		
		activity, teachers	-HCPS Informal Observation	DIG III di di la		
		will be updated		PLCs will participate in rubric		
		monthly on new writing information		Norming sessions to identify teacher barriers impeding		
		and trends from	through fidelity monitoring	effective holistic scoring.		
		the district by the	tool that includes all of the SIP			
		Writing Resource	strategies. This walk-through			
		Teacher.	form will be used to monitor			
		reaction.	the implementation of the SIP			
		2 As a Professional	strategies across the entire	1st Grading Period Check		
		Development	faculty. Monitoring data will			
		activity, teachers	be reviewed every nine weeks.	F		
		participate in				
		assessment and	1st Grading Period Check	2nd Grading Period Check		
		rubric refresher		2nd Grading Period Check		
		courses and practice	F	L		
		scoring within	L			
		PLCs.	2nd Grading Period Check	Γ		
				3rd Grading Period Check		
		3. As a Professional	F			
		Development	L			
		activity, the Writing	Γ			
		Teachers will	3 _{rd} Grading Period Check	l		

	attend district level		
	or school-wide		
	writing trainings for		
	writing trainings for		
	best practices.		
	4. Based on		
	baseline data, PLCs		
	write SMART		
	goals for each nine		
	weeks.		
	Weeks.		
	5. As a Professional		
	D. As a Floressional		
	Development		
	activity PLC		
	discussions draw		
	teachers to a		
	consensus regarding		
	student trends,		
	needs, and scores		
	based on connecting		
	student writing with		
	state anchors.		
	state alienois.		
	(D		
	6. Based on student		
	writing reviews and		
	PLC discussions		
	regarding trends		
	and needs, teachers		
	create monthly		
	writing menus for		
	craft, elaboration,		
	and genres as a list		
	of essential teaching		
	points for the month		
	points for the month		
	ahead.		
	L		
	7. Teachers		
1	implement the ideas		
	based on specific		
	student needs.		
1	8. As a Professional		
1	Development		
1	activity PLCs		
1	examine student		
1	conference notes,		
1	delle de Ce de		
1	daily drafts, and		
	monthly demand		
	writes, and adjust		
1	the monthly writing		
	menu of teaching		

Writing/LA Goal #1: In grade 4, the percentage of all students scoring a Level 4 or higher on the 2013 FCAT Writing 2.0 will remain the same or increase from 91% to 99%	of Performance:*	the following nine weeks. 10. PLCs record their work in the PLC logs. 2013 Expected Level of Performance:*		
	91%	92%		

Writing/Language Arts Professional Development

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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	v	and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		-
	1-5	PLC Leader District Level Staff	Writing Teachers	meetings) School Year 2012-2013	PLC logs turned into administration	Principal
Rubric Training for						APE1
Embedded Assessments						Writing Resource Teacher
						Team Leaders
Writer's Workshop	K-5	District Level Staff	Writing Teachers	Throughout 2012-2013 school year	Administrative Walkthroughs	
					Checking PD in-service record	Principal
					Monitoring Student Progress of Monthly	APE1
					Crestwood Writes	Writing Resource Teacher
						Team Leaders
TIP Moodle2	2-5	District	Writing Teachers	By End of October 2012		Principal
					Administrative Walkthroughs	APE1
					Checking PD in-service record	Writing Resource Teacher
					Monitoring Student Progress of Monthly Crestwood Writes	Team Leaders

2012-2013 Elementary Writing Support- a	2-5	Writing Resource Teacher	Writing Teachers	Throughout 2012-2013 school year	Administrative Walkthroughs	Principal
progressive online course					Checking PD in-service record	APE1
					Monitoring Student Progress of Monthly Crestwood Writes	Writing Resource Teacher
					Clestwood writes	Team Leaders
Monthly PLC	4	Writing Resource Teacher	4th Grade Teachers	Throughout 2012-2013 school year	Administrative Walkthroughs	Principal
					Checking PD in-service record	APE1
					Monitoring Student Progress of Monthly Crestwood Writes	Writing Resource Teacher
					Classified Willes	Team Leaders

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.	
1. Attendance						
1.1					Instructional Planning Tool	
need effectince -Lac for s outs area -Out	ick of funding sided to purchase ective, quality entives lick of transportation students living side the bus route as at of school district dents not targeted	Increase number of students getting to school on time and attending on a	keep a log and notes that will be reviewed by the Principal and shared with faculty.	the attendance data from the targeted group of students.		

Attendance Goal #1:		2013 Expected Attendance Rate:*			
1 1	Ittendunce Rate.	rittendance rate.			
1. The attendance rate will increase from 94% in 2011-2012 to 96% in 2012-2013.					
2. The number of students who have 10 or more unexcused absences					
throughout the school year will decrease from 10% (89 in 2012 to 80 in 2013)					
3. The number of students who have 10 or more unexcused tardies to					
school throughout the school year will decrease by 10%. (251 in 2012 to					
226 in 2013					
Ģ	94%	96%			
2	Number of Students	2013 Expected Number of Students			
N N	with Excessive	with Excessive Absences			
	(10 or more)	(10 or more)			
8	89	80			

Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
251	226					
	information -Parents will be unresponsive to phone calls	School will hire an attendance clerk to call the homes of absent children to confirm excuse and/ or encourage attendance at school every day.		of daily phone calls and feedback should correlate to an increased attendance rate.		
	responsive to phone calls and attendance letters sent home.		Report Cards		1.3 Instructional Planning Tool Attendance/ Tardy data EASI reports	

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

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

PD Content /Topic 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) Schedules (e.g., frequency of Schedules (e.g., frequen

PLC Leader

Schedules (e.g., frequency of meetings)

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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		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Suspension	There needs to be common school-wide expectations and rules for appropriate classroom behavior.	Tier 1: Positive Behavior Support (PBS) will be implemented to address school- wide expectations and rules, set	Special-Area Teachers- "Behavior PLC" AP	"Behavior PLC" will review data on Office Discipline Referrals ODRs and out of	1.1 Report Cards Instructional Planning Tool EASI	

Suspension Goal #1:	2012 Total Number of	2013 Expected Number of			
	<u>In –School</u> Suspensions	<u>In- School</u> Suspensions			
1. The total number of In-		<u>Suspensions</u>			
School Suspensions will decrease by 10%. (6 in 2012 to 5 in 2013)					
2. The total number of students receiving					
In-School Suspension throughout the school					
year will decrease by 10%. (4 in 2012 to 3 in 2013)					
3. The total number of Out-of-Suspensions will					
decrease by 10%. (110 in 2012 to 99 in 2013)					
4. The total number of students receiving Out-					
of-School Suspension throughout the school year will decrease by					
10%. (28 in 2012 to 25 in 2013)					
		5			
1	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended			
	In-School	<u>In -School</u>			
	4	3			

Out-of-School Suspensions 110 2012 Total Number of Students	2013 Expected Number of Out-of-School Suspensions 99 2013 Expected Number of Students Suspended					
	Out- of-School					
28	25					
	that there is wide variation in the number of ODRs generated across classrooms.	Special-Area Teachers- "Behavior PLC" will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need (e.g., CHAMPS training)	Special-Area Teachers- "Behavior PLC" AP	Special-Area Teachers- "Behavior PLC" AP will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms.	Instructional Planning Tool EASI	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Hillsborough 2012
Rule 6A-1.099811

Revised July, 2012

Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Subject Monitoring and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and school-wide) Schedules (e.g., frequency of PLC Leader meetings) **CHAMPS** K-5 Check PDS Course Menu Principal and Assistant Principal CHAMPS School-Wide Classroom walkthroughs looking for implementation of the strategies Trainer PDS Record Response to Intervention K-5 School-wide Check PDS Course Menu Classroom walkthroughs looking for Principal and Assistant Principal PD Trainer implementation of the strategies PDS Record **OLWEUS Bully** K-5 PD Trainer October 2012 - June 2013 Classroom walkthroughs and School-wide Principal and Assistant Principal Prevention reduced bullying reports/referrals

End of Suspension Goals

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 Goal(s)	Solving					
Additiona	Additional Goal(s)	Process to				
		Increase				
		Student				
		Achieveme				

	nt					
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	
Goal	for and carry out three 30 minute health and fitness activities per week separate from PE classes	will engage in the equivalent of 150 minute teacher-directed health and fitness activities per week.	1. 1 Classroom Teachers and Physical Education Teachers	1. 1 Teacher lesson plans and	1.1 Teacher lesson plans, class schedules, and student schedules. Master school schedule.	
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 41% on the Pretest to 50% on the Posttest.	<u>Level :*</u>	2013 Expected Level :*				
	41%	50%				

2 Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team acti	ivities. 2. H.E.A.R.T. team notes/agendas	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	2. PACER test component of the FTTNESSGRAM PACER for assessing cardiovascular health.	
3. Two thirty minute physical Education Teacher education classes per week	3. Administration	3. Classroom walk- throughs Class schedules	3. 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.

PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
	Subject					Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or	(e.g., Early Release) and		
			school-wide)	Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Physical Education	K-12	District	District PE coaches	August 2012 to May 2013	Publish notes on PE bulletin board	President, HCPE Association

			school-wide)	Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Physical Education	K-12	District	District PE coaches	August 2012 to May 2013	Publish notes on PE bulletin board	President, HCPE Association
Curriculum,		leaders and				District Supervisor
strategies,		HCPEA				-
assessments, lesson		President				

plans

Physical Education K-12 Curriculum, strategies, assessments, lesson plans Area PE Area PLC coaches

August 2012 to May 2013 Publish notes on PE bulletin board District Supervisor

Continuous Improvement Goal(s)

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

Triffic asing percentages	, interacte tire i	iumoer or ste	additio the percentage i	epresents next to the per-	oomago (0.5. 7070)	(30)).	
Additional Goal(s)	Problem- Solving Process to Increase						
	Student						
	Achieveme						
	nt						
	l IIt						
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
areas in need of improvement:				How will the evaluation tool data be used to determine the effectiveness of strategy?			
1. Continuous	1.1	1.1.	1.1.	1.1.	1.1.		
Improvement Goal							
				Instructional Leadership Team			
		provided for PLCs to meet			Leadership Team will examine the feedback		
				Ü	from all		
		basis on two	Ü	PLC process.			
		Tuesdays a			PLCs and determine		
		month.	<u>How</u>		next steps in the		
			- Administration will review		articulation process		
			PLCs logs and provide		-		
			feedback.				

Continuous Improvement Goal #1:		2013 Expected Level :*					
The percentage of <u>teachers</u> who strongly agree with the indicator that "articulation and alignment occur between and among all grade levels (under Teaching and Learning)" will increase from 65% in 2012 to 80% in 2013.							
		80%					
	(55)	(68)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		making the			feedback from all	Facilitators will provide feedback to PLST team on progress of their PLC	
		from grade level to grade level through		staff members	PLCs and determine next steps in the PLC		
		articulation.	<u>How</u>	<u>How</u>	Process.		
			PLCs logs and provide feedback to team leaders and Resource teachers who support those classrooms				
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic

Grade Level/ Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

Report Card Reviews every nine

Administration

RtI Training

K-5

Rebecca Heiden and School **Psychologist**

School-Wide

Preplanning-May 2013 **PSLT Meetings throughout**

weeks and PSLT Meetings-Weekly

Data Conferences 3 times K-5/Reading a year using substitutes to allow one-on-one training with each

teacher in the school.

Reading Coach and Reading Resource **Teachher**

School-Wide

the year October 2012

Report Card Reviews

Administration

January 2013

May 2013

See Reading PD page 30 See Math PD page 45 See Science PD page 51 See Writing PD page 53-54

End of Additional Goal(s)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.			Fidelity Check Who and how will the fidelity be monitored?	tool data be used to determine the effectiveness of strategy?		
C. Students scoring proficient in Listening/Speaking.		1.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.	

CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 51% to 56%	2012 Current Percent of Students Proficient in Listening/Speaking:				
	51%				
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

D. Students scoring proficient in Reading.		Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 31% to 36%.	2012 Current Percent of Students Proficient in Reading:				

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		tool data be used to determine the	Student Evaluation Tool	
E. Students scoring proficient in Writing.		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	effectiveness of strategy? 2.1.	2.1.	

CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing:			
The percentage of students				
scoring proficient on the				
2013 Writing section of the CELLA will increase from				
25% to 30%.				
	25%			

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

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

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Implement and expand project/problem-based learning in math and science.	Need PLC's with a math and/ or science focus School –wide participation in Math and Science events Attend Science trainings that focus on Design Challenges and Inquiry Monday	professional learning communities to be established Documentation of planning units and outcomes of units in logs Increase effectiveness of lessons through lesson studies and trainings	Math and Science teachers	Participation in STEM events and lesson planning	Logging number of project-based learning in math and science per nine week Share data with teachers
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

or PD Activity

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End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Increase student interest in career opportunities and program selection prior to middle school.		Provide field trips to Junior Achievement Biztown. 5th graders have an 8 week curriculum that they do in preparation for the field trip that focusses on math, career development, career readiness skills needed to succeed in the workforce.			Log of CTE field.
		I.2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.2.		1.2. Log of CTE special speakers
		1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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)		
Integration of career opportunities in core academic areas			Teachers	5-7		

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.)

	1	
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
Attendance Goal 1, Strategy 1.1	Orf Instrument Stands	1083.15	
STEM goal #1, Strategy 1.1	Numberlines/ Math and Science Supplies	350.00	
Reading goal 1, Strategy 1.1	Books related to Metacognition	180.00	
Reading goal 1, Strategy 1.1	Text Exemplar books related to CCS	854.65	

Final Amount Spent		