Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Cypress Creek Elementary	District Name: Hillsborough County Public Schools
Principal: Roy Moral	Superintendent: MaryEllen Elia
SAC Chair: Marc Summa	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest
		Certification(s)	Current School	Administrator	25%), and AMO progress along with the associated school year)
Principal	Roy Moral	BS Elem. Ed.	4	12	11/12 C
		MS Ed. Leadership			10/11 C 69% AYP
		Certified Ed. Leadership and Elem Ed 1-6			09/10 C 74% AYP
		Elem Ed 1-6			08/09 A 95% AYP
Assistant Principal	Michelle Tranten	BS Elem. Ed.	2	2	11/12 C
		MA Ed. Leadership			10/11 C 69% AYP
		Certified Ed. Leadership and Elem. Ed. K-6			

Highly Qualified Instructional Coaches

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

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
			Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated
		(-)		Instructional Coach	school year)
Reading Coach	Lindsey Fielder	BS Elem Ed	3	1	11/12 C
Couch					10/11 C 69% AYP
					10/11 C 09% AYP
					09-10 C 74% AYP
					08-09 A 95% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	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 qualified.	
100% of teachers and paraprofessionals are highly qualified.	Depending on the needs of the teacher, one or more of the following strategies are implemented.
8 teachers are considered out-of-field for ESOL.	<u>Administrators</u>
	Meet with the teachers four times per year to discuss progress on:
	Preparing and taking the certification exam
	Completing classes needed for certification
	Academic Coach
	The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis
	Grade Level Team Leader/PLC
	The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

То	%	%	%	%	%	%	%	%	%
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Nu	Fir	Te	Te	Te	Те	gh	ad	tio	ES
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ber	Ye	ers	ers	ers	ers	Qu	En	Во	End
of	ar	with	with	with	wi	alif	dor	ard	orse
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nal		erie	Exp	erie	De	S		ac	cher
Sta		nce	erie	nce	gre			her	S
ff			nce		es			S	
89	0	24	42	35	40	10	2	1	71
		(21)	(37)	(31)	(36	0	(2)	(1)	(63)
)	(89			
)			

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
		Č	Activities
Marissa Means	Joanna Diebel, Ileanna Irizarry, Elizabeth Garcia, Vanessa Reynolds	The district- based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring,	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments,
		and increasing student achievement.	conferencing and problem solving.
Marcia Hepburn	Joanna Diebel	Mrs. Hepburn has over 18 years experience and is the Resource Teacher for that grade/ subject area.	Weekly co- planning in PLCs and coaching in the classroom.

Lindsey Fielder	Ileanna	Ms. Fielder is	On-going
	Irizarry,	the school's	co-planning,
	Elizabeth	reading coach.	modeling of
	Garcia, Vanessa		lessons and
	Reynolds		observation
	-		with feedback.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.

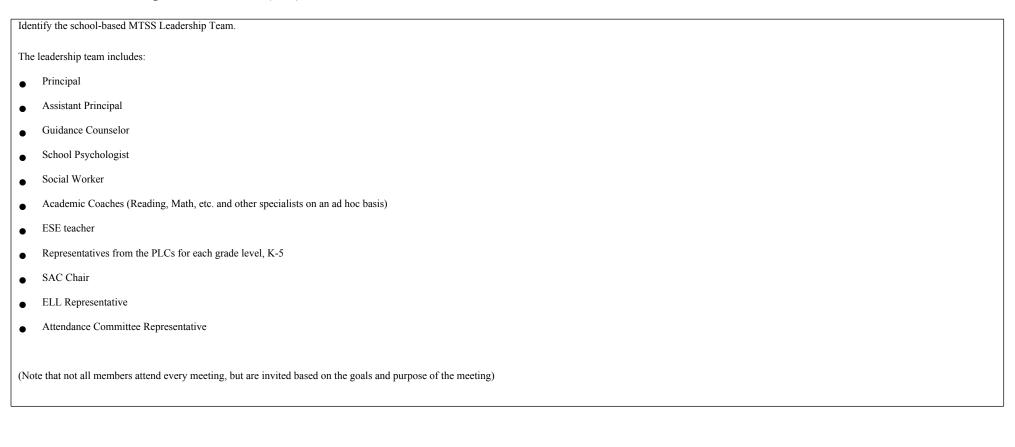
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III
THE III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academia Instruction (SAI)
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
NA
Nutrition Programs
Tuttition 1 Tograms
N/A
NA Hausing Burguage
Housing Programs
N/A
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
N/A

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

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

The purpose of the core Leadership Team is to:

- 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
- 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
- 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
- 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

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

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

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

- 3. If we are making progress, what can we do to sustain what is working?
- 4. What barriers to implementation are we facing and how will we address them?
- 5. What should we do next? What should be our plan of action?

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
	Electronic Data Wall	
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Formative Tests, Monthly Demand Writing Tests	Data Wall	
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math,	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Writing and Science	Electronic Data Wall	
Formative Tests Mid Year Exams	PLC Logs	
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading Resource Teacher/
TAIK		Reading PLC Facilitator
	Electronic Data Wall	
CELLA	Sagebrush (IPT)	ELL PSLT Representative

Teachers' common core curriculum assessments on units of	PLC Database	Individual Teachers/ Team Leaders/ PLC
instruction/big ideas.		Facilitators/Leadership Team Member
	PLC logs	
DD 4.0		T 1' '1 1m 1
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Sou	irce	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELF Progress Monitoring (mini-assess from adopted curriculum resource	ments and other assessments	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments b	ased on core curriculum	Individual teacher data base	Individual Teachers/PLCs
assessments.		PLC/Department data base	
FAIR OPM		School Generated Database in Excel	Leadership Team/Reading Coach

Ongoing assessments within Subject areas	School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	easyCBM	Leadership Team/PLCs/Individual Teachers
	School Generated Database in Excel	
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers
Success Maker		

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains

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

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

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional 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 goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

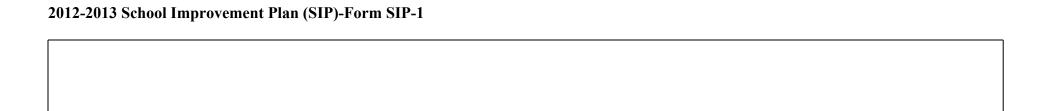
• Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity 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 ECAT 2 0 - C4-1	1.1.	1.1.	1 1	1.1.	1.1.	
1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in						
reading (Level 3-5).	-Teachers	Common Core	Who	Teacher Level	3x per year	
reading (Ec ver c c).	knowledge	Reading Strategy				
	base of this		-Principal	-Teachers reflect on lesson	- FAIR	
	strategy needs	Areas	F	outcomes and use this		
	professional		-AP	knowledge to drive future		
	development.	Reading		instruction.		
	de veropinent.	comprehension	-Instruction Coaches			
		improves when	monucuon couches			
			Subject Area Leaders		During the Grading Period	
		in grappling with	Subject Fired Ecuacis	PLC Level	Buring the Grading Ferror	
		complex text.	-PLC facilitators of like	I De Bever	- Common assessments	
		Teachers need to		-Using the individual teacher	(including Show What	
		understand how	Brades and or like courses		You Know pre-test; FCAT	
		to select/identify			Weekly Assessments; Form	
		complex text, shift			A, B and C district-wide	
			How		Assessments; Continuous	
		informational text	110W		On-going Progress	
			-Reading PLC Logs	outcomes and data used to drive	Monitoring: End of Unit	
		curricula, and share	reading the Logs		Assessments; and On-	
			-Mathematics PLC Logs		going MTSS Evaluation and	
		all students. All	-iviathematics i Le Logs	-For each class, PLCs chart their		
			PLCS turn their logs	overall progress towards the	Assessment)	
				SMART Goal.		
			or coach after a unit of	SMAKT Goal.		
		implementation.	instruction is complete.			
			instruction is complete.			
			-Administration and coach	Landarshin Toom Lavel		
		Action Steps	rotate through PLCs	Leadership Team Level		
		Action Steps		-PLC facilitator shares SMART		
		Action steps for this	discussion.	Goal data with the Leadership		
			discussion.			
		strategy are outlined	A deministration share-	Team.		
			-Administration shares	Data in annual to duites		
		area PLC action	the positive outcomes	-Data is used to drive		
		plans.		teacher support and student		
			on a monthly basis.	supplemental instruction.		

Reading Goal #1:		2013 Expected Level of Performance:*			
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 38% to 44%.					
	38	44			

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1.2.	1.2.	1.2.	1.2.	1.2.	
		ĺ			
-Teachers	Common Core	Who	Teacher Level	3x per year	
knowledge base	Reading Strategy	I [—]	I ———		
of this strategy		-Principal	-Teachers reflect on	- FAIR	
	Areas	F	lesson outcomes and use		
development.		-AP	this knowledge to drive		
Training for this	Common Core	l	future instruction.		
strategy is being		-Instruction Coaches			
rolled out in 12-13.	Questions of all types	Instruction couches			
i oned out in 12-13.	and levels are	-Resource Teachers		During the Grading Period	
-Training all	necessary to scaffold	resource reactions	PLC Level	Suring the Studing Ferrod	
content area	students'	l	LC LCVCI	- Common assessments	
teachers	understanding of	ĺ	-Using the individual	(including Show What You	
leachers	complex text. Teachers	ĺ	teacher data, PLCs	Know pre-test; FCAT Weekly	
	need to understand and		calculate the SMART	Assessments; Form A, B and	
		How		C district-wide Assessments;	
	dependent questions at		goal data across all	Continuous On-going	
		-Reading PLC Logs	classes/courses.	Progress Monitoring; End of Unit Assessments; and On-	
	sentence, and	Reduing The hogs	DI Com Control la control	going MTSS Evaluation and	
	paragraph/passage	-Math PLC Logs	-PLCs reflect on lesson	Assessment)	
	levels (Webb's,	I Logo	outcomes and data used to	,	
	Bloom, Costas).	ĺ	drive future instruction.		
	Student reading	<u> </u>	F 1 1 /		
		-PLCS turn their logs into	-For each class/course,		
		administration and/or coach	PLCs chart their overall		
		after a unit of instruction is	progress towards the		
	•	complete.	SMART Goal.		
	support their answers	Complete.			
		-PLCs receive feedback on	Leadership Team Level		
	questions. Scaffolding		Dr. C. C. Hiller		
		men logs.	-PLC facilitator/		
	of students' grappling	Panding Coach	Subject Area Leader/		
		-Reading Coach	Department Heads shares		
		observations and walk-	SMART Goal data with		
		throughs	the Problem Solving		
	question assists	A double beautiful and	Leadership Team.		
	students in discovering		<u></u>		
		throughs looking for	-Data is used to drive		
		implementation of	teacher support and		
		strategy with fidelity and	student supplemental		
	content area teachers	consistency.	instruction.		
	are responsible for	l.,			
	implementation.	-Administrator and Reading			
		Coach aggregate the walk-			

			Action Steps	through data school- wide and shares with staff the progress of strategy implementation.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.		
Reading Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 36% to 39%.							
	36	39					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Based on the analysis of student	Anticipated	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 tool		
improvement for the following				data be used to determine the effectiveness of strategy?		
group:				effectiveness of strategy.		

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
	5.1.	5.1.	5.1.	5.1.	J.1.	
students making Learning	DY G		****		L	
Gains in reading.	-PLCs struggle	Strategy			3x per year	
	with how			PLCs to record and report	L	
					FAIR	
		achievement		SMART goal outcomes to		
			-AP	administration and academic		
		teachers working		coaches		
		-	-Instruction Coaches			
		to focus on				
			-PLC facilitators		During the Grading Period	
		Specifically, they			G	
		use the Plan-			- Common assessments (including Show What	
		Do-Check-Act	TT.		You Know pre-test; FCAT	
		1110 401 4114 105 10	<u>How</u>		Weekly Assessments; Form	
		structure their way	DI CC 4 41 i 1.		A, B and C district-wide	
		or work. Comp	PLCS turn their logs		Assessments; Continuous	
		one caen war as	into administration and/		On-going Progress	
	Unit" log.	design model for	or coach after a unit of		Monitoring; End of Unit	
		units of instruction,	instruction is complete.		Assessments; and On-	
		teachers focus on	DIG : 6 11 1		going MTSS Evaluation and Assessment)	
		me rome wing roun	-PLCs receive feedback		Assessment)	
		questions:	on their logs.			
			A 1 t t 4 1			
		1. What is it we	-Administrators and			
		expect them to	coaches attend targeted			
		learn?	PLC meetings			
			Draggage of DL Ca			
			-Progress of PLCs discussed at Leadership			
		ii they have				
		learned it?	Team			
		0 11 '11	-Administration shares			
		O. 110 W WIII WC	the data of PLC visits			
		respond ii	with staff on a monthly			
		they don t	basis.			
		learn?	vasis.			
		4 17. 31				
		4. How will we				
		respond if				
		they already				
		know it?				
				ļ	ļ	

	1	Actions/Details	l		
		Actions/Details			
		-Grade level/			
		like-course PLCs			
		use a Plan-Do-			
		Check-Act "Unit			
		of Instruction"			
		log to guide their			
		discussion and			
		way of work.			
		Discussions are			
		summarized on log.			
		-Additional			
		action steps for			
		this strategy are			
		outlined on grade level/content area			
		level/content area			
		PLC action plans.			
Reading Goal #3:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
Points earned from students					
making learning gains on the					
2013 FCAT Reading will					
increase from 73 points to 80					
points.					
	73	80			
	_				

3.2.	h a	3.2.	3.2.	3.2.
	3.2.	J.2.	J. <u></u> .	[]
-Teachers tend to	Strategy/Task	Who	Teacher Level	3x per year
only differentiate	Strategy/ rask			
after the lesson	Student achievement	-Principal	Teachers reflect on	FAIR
is taught instead	improves when	A.D.	lesson outcomes and use	
of planning how to differentiate	teachers use on-	-AP	this knowledge to drive future instruction.	
the lesson when	going student data	-Instruction Coaches	future mstruction.	
new content is	to differentiate	mstruction couches	Teachers maintain their	
presented.	instruction.	-Subject Area Leaders	assessments in the on-line	During the Grading Period
			grading system.	
-Teachers are		-PLC facilitators of like	<u></u>	- Common assessments (including Show What You
at varying	Actions/Details	grades and/or like courses	-Teachers use the on-line	Know pre-test; FCAT Weekly
levels of using Differentiated			grading system data to calculate their students'	Assessments; Form A, B and
Instruction	Within PLCs <u>Before</u>		progress towards the	C district-wide Assessments; Continuous On-going
strategies.	Instruction and <u>During</u>	<u>How</u>	development of their	Continuous On-going Progress Monitoring; End of
	Instruction of New Content		individual/PLC SMART	Unit Assessments; and On-
-Teachers tend to	Content	-PLC logs turned into	Goal.	going MTSS Evaluation and
give all students	-Using data from	administration, SAL and/or coaches.	L	Assessment)
the same lesson,	previous assessments	coaches.	PLC Level	
handouts, etc.	and daily classroom	-PLCS turn their logs into	-Using the individual	
	performance/	administration and/or coach	teacher data, PLCs	
	work, teachers	after a unit of instruction is	calculate the SMART	
	plan Differentiated Instruction groupings	complete.	goal data across all	
	and activities for the	DI C : 0 11 1	classes/courses.	
		-PLCs receive feedback on their logs.		
	in upcoming lessons.	men 10gs.	-PLCs reflect on lesson	
		-Administrators attend	outcomes and data used to drive future instruction.]
	In the classroom	targeted PLC meetings	urive ruture instruction.	
	During the 1		- For each class/course,	
	-During the lessons, students are involved	-Progress of PLCs discussed	PLCs chart their overall	
	in flexible grouping	at Leadership Team.	progress towards the	
	techniques	-Administration shares the	SMART Goal.	
		positive outcomes observed	Leadership Team Level	
	PLCs <u>After</u> Instruction	in PLC meetings on a	Leauciship Team Level	
	T 1 0	monthly basis.	-PLC facilitator/	
	-Teachers reflect and discuss the outcome of		Subject Area Leader/	
	their DI lessons.		Department Heads shares	
	men Di lessons.		SMART Goal data with	

			-Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. -Additional action steps for this strategy are outlined on grade level/ content area PLCs.		the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.		
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	3.3. Strategy	3.3. Fidelity Check Who and how will the	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	33. Student Evaluation Tool	3.3.	

1						1
	.1.	4.1.	4.1.	4.1.	4.1.	
students in Lowest 25%						
making learning gains in		Strategy Across all	Who	-Tracking of coach's	3x per year	
reading.	ime for the	Content Areas		participation in PLCs.		
pr	rincipal/APC		Administration	<u> </u>	- FAIR	
	o meet with			-Tracking of coach's		
	he academic			interactions with teachers		
	oach on a	Strategy/Task		(planning, co-teaching,		
	egular basis.		How-	modeling, de-debriefing,		
1 [egular ousis.	Student	110 W	professional development,		
1			-Review of coach's log		During the Grading Period	
1		improves	riceview of coach s log	and wark unoughs)	During the Grading Feriod	
1		*	Deview of coach's log	-Administrator-Instructional	- Common assessments	
1			of support to targeted	Coach meetings to review	(including Show What	
1		the academic coach	or support to targeted		You Know pre-test; FCAT	
1		in all content areas.	teachers.	log and discuss action plan	Weekly Assessments; Form	
1			A distributor and the state		A, B and C district-wide	
1			-Administrative walk-		Assessments; Continuous	
1			throughs of coaches		On-going Progress	
1			working with teachers		Monitoring; End of Unit	
1			(either in classrooms,		Assessments; and On- going MTSS Evaluation and	
1			PLCs or planning		Assessment)	
1		Academic Coach	sessions)		Assessment)	
1		TOTAL 1 :				
1		-The academic				
1		coach and				
1		administration				
1		conducts one-on-				
		one data chats with				
		individual teachers				
		using the teacher's				
		student past and/or				
1		present data.				
		-The academic				
		coach rotates				
1		through all				
1		subjects' PLCs to:				
1		J				
1		Facilitate lesson				
1		planning that				
		embeds rigorous				
1		tasks				
1						
		Facilitate				

	· · · · · · · · · · · · · · · · · · ·	 	
	development,		
	writing, selection		
	of higher-order,		
	of inglici-order,		
	text-dependent		
	questions/activities,		
	with an emphasis		
	on Webb's Depth		
	of Knowledge		
	question hierarchy		
	question merarchy		
	Facilitate the		
	identification,		
	selection,		
1	development		
	uevelopment		
	of rigorous		
	core curriculum		
1	common		
	assessments		
	Facilitate core		
	Facilitate core		
	curriculum		
	assessment data		
	analysis		
	'		
	Facilitate the		
	planning for		
	interventions and		
	the intentional		
	grouping of the		
	students.		
	students.		
	TT-1		
	-Using walk-		
	through data, the		
	academic coach		
	and administration		
	identify teachers		
	for support in		
	co-planning,		
	modeling, co-		
	teaching, observing		
	and debriefing.		
	-The academic		
	THE academic		
	coach trains each		

1	subject area PLC
1	on how to facilitate
	on now to facilitate
	their own PLC
	using structured
	protocols.
	protocols.
	-Throughout the
	school year, the
	School year, are
	academic coach/
	administration
	conducts one-on-
	one data chats
	with individual
	teachers using
	the data gathered
	Gran work down ab
	from walk-through
	tools. This data
	is used for future
1	professional
	Diolessional
	development, both
	individually and as
	a department.
	a department.
1	
	Leadership Team
	end Const
	and Coach
	-The academic
	coach meets with
	to act meets with
	the principal/APC
	to map out a high-
	level summary plan
	of action for the
	school year.
	-Every two weeks,
	the academic
	coach meets with
	the principal/APC
	to:
	™
	Review log and
	work accomplished
	non decomptoned

		andDevelop a detailed plan of action for the next two weeks.			
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 78 points to 85 points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	78	85			

42	4.2	4.2	4.2	4.2	
4.2	4.2	H.2	4.2	4.2	
	Strategy_		Supplemental data shared		
Learning Program			with leadership and	Measurement (CBM)	
	Students' reading	Administrators	classroom teachers who		
	comprehension		have students.		
	improves through				
weaknesses of the	receiving ELP				
students or collect	supplemental	How Monitored			
data on an ongoing	instruction on targeted				
	skills that are not at the	Administrators will review			
	mastery level.	the communication logs and			
-Not always a		data collection used between			
direct correlation	L	teachers and ELP teachers			
between what the		outlining skills that need			
students is missing	Action Steps	remediation.			
in the regular					
classroom and the	-Classroom teachers				
	communicate with the				
	ELP teachers regarding				
	specific skills that				
	students have not				
	mastered.				
between regular					
	-ELP teachers identify				
	lessons for students				
	that target specific				
	skills that are not at the				
	mastery level.				
	-Students attend ELP				
	sessions.				
	-Progress monitoring				
	data collected by				
	the ELP teacher				
	on a weekly or				
	biweekly basis and				
	communicated back to				
	the regular classroom				
	teacher.				
	-When the students				
	have mastered the				

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		•	•	•	•	<u>i</u>	i .
			specific skill, they are exited from the ELP program.				
		4.3	4.3.	4.3.	4.3.	4.3.	
		G	ELLE CL.	Ct. A. D. C. Cl. J.			
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	How will the evaluation tool			
improvement for the following			fidelity be monitored?	data be used to determine the effectiveness of strategy?			
subgroup:							
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	39	49	54	59	64	70	
5. Ambitious but							
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Reading Goal #5:							
		•					

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		See Goals 1, 3, &	5A.1.	5A.1.	5A.1.	
Troubing Cour worth	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 57% to 68%.						
The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 48% to 53%.						
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 28% to 40%.						

	Black:48 Hispanic:28 Asian: American Indian:	White:68 Black:53 Hispanic:40 Asian: American Indian:					
						5A.2	
					5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

Disadvantaged students not making satisfactory progress in reading.		See Goals 1, 3, & 4	5B.1.	5B.1.	
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of ED students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 34% to 45%.					
	34	45			

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference	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?			

C E P L L	5C 1	6C 1	k C 1	5 C 1	5C 1	1
5C. English Language	5C.1	5C.1	5C.1	5C.1	5C.1	
Learners (ELL) not						
making satisfactory	-Improving the		<u>Who</u>	Teacher Level	-FAIR	
progress in reading.	proficiency of					
	ELL students		-School based	-Teachers reflect on lesson	-CELLA	
	in our student		Administrators	outcomes and use this		
	is of high	Action Steps		knowledge to drive future		
	priority.		-District Resource	instruction.		
		-ESOL Resource	Teachers		During the Grading	
	The majority	Teacher (ERT)		-Teachers use the on-line	<u>Period</u>	
		provides	-ESOL Resource	grading system data to		
		professional	Teachers	calculate their students'	Core curriculum end	
	with this	development to		progress towards their PLC	of core common unit/	
		all content area	L	and/or individual ELL	segment tests with data	
		teachers.		SMART Goal	aggregated for ELL	
	barrier, the		<u>How</u>		performance	
	school will	-ERT models		PLC Level		
	schedule		-Administrative and			
	professional	strategies		-Using the individual teacher	r i	
	development		ERT walk-throughs	data, PLCs calculate the		
		-ERT observes		ELL SMART goal data		
	the school's	content area	form from:	across all classes/courses.		
	ERT.	teachers and				
		provides feedback,		-PLCs reflect on lesson		
	-ELLs at	coaching and		outcomes and data used to		
		support.		drive future instruction.		
	of					
		-		-ERTs meet with Reading,		
	English			Language Arts, Social		
	language	-Core content		Studies and Science PLCs		
	acquisition and			on a rotating basis to assist		
	acculturation is			with the analysis of ELLs		
		for ELL students		performance data.		
	across core	for upcoming				
	courses.	core curriculum		- For each class/course,		
		assessments.		PLCs chart their overall		
		l _		progress towards the ELL		
		-Core content		SMART Goal.		
		teachers administer		L		
		and analyze ELLs		Leadership Team Level		
		performance on		Dr. G. G. Hiller (G. 1)		
		assessments.		-PLC facilitator/ Subject		
		m 1		Area Leader/ Department		
		-Teachers		Heads shares ELL SMART	I	

		aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.	Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
Reading Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 13% to 28%.	Level of Performance:*	2013 Expected Level of Performance:*			
	13 -	28			

		5C.2	5C.2	5C.2	5C.2	5C.2	
		00.2	UC.2	JC.2	0.2		
		-Lack of	ELLa (IVA IVD %	Who	A malayza aana ayeniayilyee	During the Creding Period	
			ELLs (LYA, LYB & LYC) comprehension	Who_	Analyze core curriculum and district level	During the Grading Period	
				Sahaal baaad		C	
			of course content/ standards improves	-School based Administrators	assessments for ELL students. Correlate	-Core curriculum end of core	
					to accommodations	common unit/ segment tests	
		accommodations beyond FCAT	through participation in the following day-to-		to determine the most		
			day accommodations	ESOL Resource Teachers	effective approach for		
		Č	on core content and		individual students.		
			district assessments		marviduai students.		
			across Reading, LA,	How			
			Math, Science, and	110 11			
			Social Studies:	-Administrative and			
		of expertise in					
		providing support.	 Extended time 	ERT walk-throughs In			
				addition, tools from the			
		-Allocation		RtI Handbook and ELL			
		of Bilingual	,	RtI Checklist, and ESOL			
			Small group	Strategies Checklist can be			
		Paraprofessional	testing	used as walk-through forms			
		dependent on					
		number of ELLs.	Para support				
			(lesson and				
		-Administrators	assessments)				
		at varying levels					
			4. Use of heritage	ĺ			
		being familiar	language	ĺ			
		with the ELL	dictionary (lesson	ĺ			
		guidelines and job	and assessments)	ĺ			
		responsibilities of		ĺ			
		ERT and Bilingual paraprofessional.		ĺ			
		paraprofessional.					
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier	₩	ľ				
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool			
and define areas in need of				data be used to determine the			
improvement for the following subgroup:			-	effectiveness of strategy?			
suogroup.							

FD Ct 1 t til	kr. 1	ED 1	5D.1.	5D 1	5D.1.	
5D. Students with	5D.1.	5D.1.	DD.1.	5D.1.	5D.1.	
Disabilities (SWD) not						
making satisfactory		Strategy	<u>Who</u>	Teacher Level	-FAIR	
progress in reading.	provide					
	a school	SWD student	Principal, APEI.	-Teachers reflect on lesson		
	organization	achievement	Academic Coaches	outcomes and use this		
	structure and	improves through		knowledge to drive future	During the Grading	
		the effective		instruction.	<u>Period</u>	
	regular and on-	and consistent				
	going review	implementation	<u>How</u>	-Teachers use the on-line	-Core curriculum end	
	of students'	of students' IEP		grading system data to	of core common unit/	
	IEPs by both	goals, strategies,		calculate their students'	segment tests with data	
	the general	modifications, and	reviewed by APEI		aggregated for SWD	
	education and	accommodations.		and/or individual SMART	performance	
	ESE teacher.			Goal		
	To address this	-Throughout				
	barrier, the	the school year,		PLC Level		
	APEI will put a	teachers of SWD				
	system in place	review students'		-Using the individual teacher	r i	
	for this school	IEPs to ensure		data, PLCs calculate the		
	year.	that IEPs are		SMART goal data across all		
		implemented		classes/courses.		
		consistently and				
		with fidelity.		-PLCs reflect on lesson		
				outcomes and data used to		
		-Teachers (both		drive future instruction.		
		individually and				
		in PLCs) work		-For each class/course, PLCs	5	
		to improve upon		chart their overall progress		
		both individually		towards the SMART Goal.		
		and collectively,				
		the ability to		Leadership Team Level		
		effectively				
		implement IEP/		-PLC facilitator/ Subject		
		SWD strategies and		Area Leader/ Department		
		modifications into		Heads shares SMART		
		lessons.		Goal data with the Problem		
				Solving Leadership Team.		
				-Data is used to drive		
				teacher support and student		
				supplemental instruction.		
				Try		

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 11% to 38%.					
	11	38			

	5D.2.	5D.2.	5D.2	5D.2	5D.2	
	Towns in the	C4 1/T 1	<u></u>			
	-Improving the proficiency of	Strategy/Task	Who_	Teacher Level	-FAIR	
	SWD in our school	SWD student	-School based	-Teachers reflect on		
			Administrators	lesson outcomes and use		
		through teachers'		this knowledge to drive	During the Grading Period	
			-PLC Facilitators	future instruction.		
		the Plan-Do-Check-			-Core curriculum end of core	
		Act model in order to			common unit/ segment tests	
		plan/carry out lessons/ assessments with	***	grading system data to	with data aggregated for	
		appropriate strategies	<u>How</u>	calculate their students' progress towards their	SWD performance	
			PLC logs (with specific	PLC and/or individual		
	educational teacher		SWD information) for like	SWD SMART Goal.		
	and ESE teacher		courses/grades.	5 11 D DIVITARET GOUIL.		
	need consistent, on-			PLC Level		
	P. 0 1	Actions _				
	time.			-Using the individual		
		Plan		teacher data, PLCs		
		Ear an unaamina unit		calculate the SWD		
		For an upcoming unit of instruction determine	,	SMART goal data across all classes/courses.		
		the following:	1	all classes/courses.		
		ine reme wing.		-PLCs reflect on lesson		
		-What do we want our		outcomes and data used to		
		SWD to learn by the		drive future instruction.		
		end of the unit?				
		3371		-For each class/course,		
		-What are standards		PLCs chart their overall		
		that our SWD need to learn?		progress towards the SWD SMART Goal.		
		icarii:		BWD SMAKI GOal.		
		-How will we assess		Leadership Team Level		
		these skills/standards				
		for our SWD?		-PLC facilitator/ Subject		
				Area Leader/ Department		
		-What does mastery		Heads shares SWD		
		look like?		SMART Goal data with		
		What is the CMADT		the Problem Solving		
		-What is the SMART goal for this unit of		Leadership Team.		
		instruction for our		-Data is used to drive		
		SWD?				
		SWD!		teacher support and		

<u> </u>		
	student supplemental	
	instruction.	
Plan for the "Do"		
What do teachers need		
to do in order to meet		
the SWD SMART		
goal?		
gour:		
-What resources do we		
- what resources do we		
need?		
TT 21.4 1		
-How will the lessons		
be designed to		
maximize the learning		
of SWD?		
-What checks-for-		
understanding will		
we implement for our		
we implement for our SWD?		
SWD:		
-What teaching		
twite icacining		
strategies/best practices		
will we use to help		
SWD learn?		
-Specifically how will		
we implement the		l
strategy during		
the lesson?		
		l
-What are teachers		
going to do during the		l
lesson for SWD?		l
-What are SWD going		
to do during the lesson		
to maximize learning?		l
to maximize rearming:		l
Reflect on the "Do"/		

	Analyze Checks for		
	Understanding and		
	Student Work <u>during</u>		
	the unit.		
	1		
	For lessons that have		
	already been taught		
	within the unit of		
	instruction, teachers		
	reflect and discuss		
	one or more of the		
	following regarding		
	their SWD:		
I		l l	
	777	į l	
	-What worked within	į l	
	the lesson? How		
	do we know it was	į l	
		į l	
	successful? Why was it		
	successful?		
	-What didn't work		
	within the lesson?		
	Why? What are we		
	going to do next?		
	going to do next!		
	-For the		
	implementation of		
	implementation of		
	the strategy,		
	the strategy, what worked? How		
	do we know it was	1	
	successful? Why	į l	
	successiui! why		
I	was it successful?	l l	
	What checks for	[
	understanding were		
I	understanding were	l l	
	used during the		
	lessons?	į l	
1	1 1	[
	Fanisha		
	-For the	[
	implementation of the		
	strategy, what	į l	
	didn't work? Why?		[
	uiun t work? wny?	į l	
	What are we going to		
I	do next?	l l	
		[

1	I .			
1	I F	What were the		
1		outcomes of the checks		
	l G			
	I II	or understanding?		
	l A	And/or analysis of		
	st	tudent performance?		
	ľ	tadent periormance.		
	 	How do we take		
	w.	what we have learned		
	aı aı	nd apply it to future		
	le	essons?		
	I			
	l lr	Reflect/Check –		
	l D	Inalyze Data		
	l la	inaiyze Daia		
		Discuss one or more of		
	41	he following:		
	l "	ne following.		
	L L	What is the SWD		
	l la	lata?		
	Ι "	iaia:		
		What is the data		
	te	elling us as individual		
	l l	ching us as murvidual		
	te	eachers?		
	L	What is the data telling		
	ľ	a ag a grada 11/		
	u:	s as a grade level/		
	 	PLC/department?		
	I	•		
		What are CWD not		
	l f	what are SWD not		
	le	earning? Why is this		
		ecurring?		
	ľ			
	l e	earning?		
	l f			
	I			
	I			
	I IA	Act on the Data		
	l P	ACT OIL THE DATA		
	I A	After data analysis.		
	l la	levelop a plan to act on		
		evelop a plan to act on		
	I Ith	he data.		
	le o - le A A	What are SWD not earning? Why is this occurring? Which SWD are earning? Act on the Data After data analysis,		

	-What are we going to do about SWD not learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/				
5D.3	interventions are working? 5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

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		
Deepening Our Understanding of CCSS	K/1/Reading		Kindergarten PLC, 1st Grade PLC Resource Teachers	meetings) , October 2012/July 2012-2013	Follow-up activity e-mailed to PD Facilitator	Administration
(Language Arts)		Various District Level Reading Facilitators/Sites				
Deepening Our Understanding of CCSS (Language Arts)	2-5/Reading	Various District Level Reading	2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC, Resource Teachers	July 2012-2013	Follow-up activity e-mailed to PD Facilitator	Administration
Applying Our Understanding of CCSS (Language Arts)	K-5/Reading	Various District Level Reading	Kindergarten PLC, 1st Grade PLC 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC, Resource Teachers	July 2012-2013,	Follow-up activity e-mailed to PD Facilitator	Administration
Reading Resource PLC Meetings	K-5/Reading	Cypress Creek Reading Resource Team	Kindergarten PLC, 1st Grade PLC 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC,	, August 2012-2013	Assessments/data chats providing ongoing progress monitoring	Administration
(Comprehension, Fluency Vocabulary, Phonemic Awareness, Phonics)	y,		Resource Teachers			

Elementary School Mathematics Goals

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

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

1. FCAT 2.0: Students	1.1	1.1	1.1	1.1	1.1	
scoring proficient in						
mathematics (Level 3-5).	-Teachers	Strategy	Who	PLCs will review unit	2x per year	
mathematics (Level 5-3).	at varying	<u>strategy</u>		assessments and chart the	2x per year	
		Students' math	- Principal	increase in the number of	District Baseline and	
	of the intent of				Mid-Year Testing	
	the CCSS		-APEI	75% mastery on units of	iviid- i cai i esting	
	the cess	the use of hands-	7 H L1	instruction.		
			-Math Resource	instruction.	Γ Ι	
			Teacher		Semester Exams	
		Common Core	1 000000		Somester Enums	
		State Standards. In		PLC facilitator will share		
		addition, student		data with the Problem	ГІ	
		practice taking on-	How Monitored	Solving Leadership Team.	During the Grading	
		line assessments		The Problem Solving	Period	
		to prepare students	-PLCS turn their logs	Leadership Team will		
		for on-line state	into administration and/	review assessment data for	-Core Curriculum	
			or coach after a unit of	positive trends.	Assessments (Show What	
			instruction is complete.		You Know Pre-test; Mid-	
					Chapter Checkpoint;	
			-PLCs receive feedback		Chapter Assessment;	
			on their logs.		Unit Assessment;	
		-PLCs use their			Achievement Series	
		core curriculum	-Classroom walk-		Enrichment Assessment;	
			throughs observing this		Form A, B, and	
			strategy.		C district-wide	
		hands-on activities.			Assessments; End of Year	
			-Administrator and		Math Test; etc.)	
			coach aggregates the			
			walk-through data			
		· · · · · · · · · · · · · · · · · · ·	school-wide and shares with staff the			
			progress of strategy]	
			implementation			
		Le action plans.	ппристепцация			
]	
	ļ.	ļ.				

2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
45	51			

i i.	1	i	ů		
1.2.	1.2	<u>Who</u>	1.1	1.1	
-Teachers are	Strategy/Task	-Principal	PLCs will review unit	2x per year	
at varying sk		F	assessments and chart the		
levels with h		-APEI		District Baseline and Mid-	
order question				Year Testing	
techniques.	through frequent	-Math Resource Teacher	75% mastery on units of	i cai i comig	
l comiques.	participation in higher	-iviatii Resource Teacher	instruction.		
-PLC meetin	gs order questions/		instruction.	F	
need to focus				Semester Exams	
identifying a		How Monitored		Semester Exams	
writing high		riow Monitored	PLC facilitator will share		
order question		-PLCS turn their logs into	data with the Problem	 	
deliver durin	1 1			During the Creding Darie	
lessons.				During the Grading Period	
lessons.	discussion techniques	after a unit of instruction is	Team. The Problem	Come Comic 1 mg	
Fig. dia a dia	promotes thinking	complete.	Solving Leadership Team		
-Finding tim conduct wall		DI Commission Constitution	will review assessment	Assessments (Show What	
throughs is		-PLCs receive feedback on	data for positive trends.	You Know Pre-test; Mid-	
	understandings of	their		Chapter Checkpoint;	
sometimes	complex material.	L		Chapter Assessment; Unit	
challenging.		Logs.		Assessment; Achievement	
				Series Enrichment	
		-Classroom walk-through		Assessment; Form A, B, and	
	Actions/Details	looking for implementation		C district-wide Assessments;	
		of strategy with fidelity and		End of Year Math Test; etc.)	
	Within PLCs	consistency			
	-Teachers work to	-Administrator and coach			
	improve upon both	aggregates the walk-through			
	individually and	data school-wide and shares			
		with staff the progress of			
	to effectively use	strategy implementation			
	higher order questions/	' 			
	activities.				
	-Teachers plan higher				
	order questions/				
	activities for upcoming	g			
	lessons to increase				
	the lessons' rigor				
	and promote student				
	achievement.				
	-Teachers plan for				

	scaffolding questions		
	and activities to meet		
	de differentiated and de		
	the differentiated needs		
	of students.		
	A G - 1 - 1		
	-After the lessons,		
	teachers examine		
	student work samples		
	and classroom		
	and classifolii		
	questions using		
	Webb's Depth of		
	Knowledge to evaluate		
	the sophistication/		
	uic sopinsucation/		
	complexity of students'		
	thinking.		
	-		
	-Use student		
	data to identify		[
	successful higher		
	order questioning		
	to the image of the control of the c		
	techniques for future		
	implementation.		
	In the classroom		
	During the lessons.		
	buring the ressons.		
	teachers:		
	-Ask questions and/		
	or provides activities		
	distance in a distance		[
	that require students		
	to engage in frequent		[
	higher order thinking		
	as defined by Webb's		
	as defined by Webb 8		[
	Depth of Knowledge.		[
	-Wait for full attention		
	from the class before		
			[
	asking questions.		[
			[
	-Provide students with		
			
1 I I	wait time.		l

-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.
-Allow students to "unpack their thinking" by describing how they arrive at an answer.
-Encourage discussion by using open-ended questions.
-Ask questions with multiple correct answers or multiple approaches.
-Scaffold questions to help students with incorrect answers.
-Engage all students in the discussion and ensure that all voices are heard.
During the lessons. students:
-Have opportunities to formulate many of the high-level questions based on the text/ content.

			-Have time to reflect on classroom discussion				
			to increase their				
			understanding (and without teacher				
			mediation).				
			School Leadership				
			-The coach/resource				
			teacher/PLC member/ administrator				
			collects higher order				
			questioning walk-				
			through data using Webb's Depth of				
			Knowledge wheel.				
			-Monthly, school				
			leaders conduct one-				
			on-one data chats with individual teachers				
			using the data gathered				
			from walk-through tools. This teacher				
			data/chats guides				
			the leadership's				
			team professional development plan (both				
			individually and whole				
			faculty).				
		1.3.	1.3.	1.3.	1.3.	1.3.	
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	Dailiti		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			
group:				effectiveness of strategy?			

scoring Achievement Levels 4 or 5 in mathematics.		2. See Goals 1, 3 & 4.	2.1.	2.1.	
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 15% to 25%.	Level of Performance:*	2013 Expected Level of Performance:* 25			

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

2 ECAT 2 0. Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
3. FCAT 2.0: Points for	5.1.	5.1.	D.1.	5.1.	5.1.	
students making learning	DI C 1	G	X 7 7 1			
gains in mathematics.	-PLCs struggle	Strategy	<u>Who</u>	School has a system for	2x per year	
	with how	C4 1 4	Data start	PLCs to record and report	District Description and	
	to structure	Students' math	-Principal	during-the-grading period	District Baseline and	
	curriculum and		A D	SMART goal outcomes	Mid-Year Testing	
	data analysis		-AP	to administration, and/or		
	discussion to	teachers working	I and a section Constitute	leadership team.		
	deepen their	collaboratively	-Instruction Coaches			
	leaning. To address this	to focus on student learning.	-PLC facilitators			
	barrier, this	Specifically, they	FPLC facilitators		During the Grading	
		use the Plan-			Period	
		Do-Check-Act			renou	
		model and log to	How		-Core Curriculum	
		structure their way			Assessments (Show What	
		of work. Using	PLCS turn their logs		You Know Pre-test; Mid-	
	Unit" log.	the backwards	into administration and		Chapter Checkpoint;	
	Omt log.	design model for	or coach after a unit of		Chapter Assessment;	
		units of instruction,	instruction is complete.		Unit Assessment;	
		teachers focus on	1		Achievement Series	
		the following four	-PLCs receive feedback		Enrichment Assessment;	
		questions:	on their logs.		Form A, B, and	
		l [*]			C district-wide	
		1. What is it we	-Administrators and		Assessments; End of Year	
		expect them to	coaches attend targeted		Math Test; etc.)	
		learn?	PLC meetings			
		2. How will we	-Progress of PLCs			
		know if they	discussed at Leadership			
		have learned	Team			
		it?				
			-Administration shares			
		O. IIOW WIII WC	the data of PLC visits			
		respond if	with staff on a monthly			
		they don't	basis.			
		learn?				
		l				
		4. How will we				
		respond if				
		they already				
		know it?				

<u> </u>	, , , , , , , , , , , , , , , , , , , 	•		
	Actions/Details			
	-This year, the			
	like-course PLCs			
	will administer			
	common end-			
	of-chapter			
	assessments. The			
	assessments will			
	be identified/			
	generated prior to			
	the teaching of the			
	unit.			
	-Grade level/			
	like-course PLCs			
	use a Plan-Do-			
	Check-Act "Unit			
	of Instruction"			
	log to guide their discussion and			
	way of work.			
	Discussions are			
	summarized on log.			
	summarized on log.			
	-Additional			
	action steps for			
	this strategy are			
	outlined on grade			
	level/content area			
	PLC action plans.			
	1			

 <u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
68	75			

3.2.	1	3.2.	3.2.	3.2.
J.2.	3.2.	5.4.	0.4.	D.2.
			L	
-Teachers tend	Ntrategy/ Lack	Who	Teacher Level	2x per year
only different	ate			
after the lesso		-Principal	-Teachers reflect on	District Baseline and Mid-
is taught inste	achievement improves		lesson outcomes and use	Year Testing
of planning ho	W when teachers use	-AP	this knowledge to drive	
to differentiate	on-going student		future instruction.	L
the lesson who	data to differentiate	-Instruction Coaches		
new content is	instruction.			Semester Exams
presented.	mstruction.	-Subject Area Leaders	assessments in the on-line	
			grading system.	L
-Teachers are		-PLC facilitators of like		
at varying	Actions/Details_	grades and/or like courses		During the Grading Period
levels of using	ictions, Detains		grading system data to	
Differentiated	Within PLCs <u>Before</u>		calculate their students'	-Core Curriculum
Instruction	Instruction and	L	progress towards the	Assessments (Show What
strategies.	During Instruction of	How	development of their	You Know Pre-test; Mid-
	Naw Contant		individual/PLC SMART	Chapter Checkpoint;
-Teachers ten	to The Content		Goal.	Chapter Assessment; Unit
give all studer	ts Using data from			Assessment; Achievement
the same lesso	n, previous assessments		PLC Level	Series Enrichment
handouts, etc.	and daily classroom			Assessment; Form A, B, and
	performance/		-Using the individual	C district-wide Assessments;
	work, teachers		teacher data, PLCs	End of Year Math Test; etc.)
	plan Differentiated		calculate the SMART	
			goal data across all	
	Instruction groupings and activities for the		classes/courses.	
	delivery of new conten		-PLCs reflect on lesson	
	in upcoming lessons.		outcomes and data used to	
	In the classroom		drive future instruction.	
	in the classroom			
	-During the lessons,		- For each class/course,	
			PLCs chart their overall	
	students are involved		progress towards the	
	in flexible grouping		SMART Goal.	
	techniques			
	DI Co After Instance	_[Leadership Team Level	
	PLCs <u>After</u> Instruction	77		
	Tanahana naflasi an i		-PLC facilitator/	
	-Teachers reflect and	, [Subject Area Leader/	
	discuss the outcome of		Department Heads shares	
	their Di lessons.			
	their DI lessons.		SMART Goal data with	

			-Use student data to identify successful DI techniques for future implementation. -Using a problemsolving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy). -Additional action steps for this strategy are outlined on grade level/content area PLCs.		the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.		
		3.3.				3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4 ECAT 2 0. Doint: Com	4.1.	4.1.	4.1.	4.1.	4.1.	
	T.1.	T.1.	T.1.	T. 1.	T.1.	
students in Lowest 25%			L.,,		L	
making learning gains in			<u>Who</u>		2x per year	
mathematics.	time for the	all Content Areas		participation in PLCs.		
	principal/APC		Administration		District Baseline and	
	to meet with				Mid-Year Testing	
	the academic	Ctt /TI		interactions with teachers		
	couch on a	Strategy/Task_		(planning, co-teaching,	⊢	
	regular basis.	G. 1		modeling, de-debriefing,		
		Students' math			Semester Exams	
	-	achievement	-Review of coach's log	and walk throughs.		
		improves				
				-Administrator-Instructional		
		collaboration with	of support to targeted	Coach meetings to review		
		the academic coach	teachers.	log and discuss action plan		
		in all content areas.			During the Grading	
				two weeks.	<u>Period</u>	
			throughs of coaches			
		15 15	working with teachers		-Core Curriculum	
		Actions/Details	(either in classrooms,		Assessments (Show What	
			PLCs or planning		You Know Pre-test; Mid-	
		Academic Coach	sessions)		Chapter Checkpoint;	
					Chapter Assessment;	
		The academic			Unit Assessment;	
		coach and			Achievement Series	
		administration			Enrichment Assessment;	
		conducts one-on-			Form A , B, and	
		one data chats with			C district-wide	
		individual teachers			Assessments; End of Year	
		using the teacher's			Math Test; etc.)	
		student past and/or				
		present data.				
		l				
		The academic				
		coach rotates				
		through all				
		subjects' PLCs to:				
		B 32				
		Facilitate lesson				
		planning that				
		embeds rigorous				
		tasks				
		Facilitate				

development,			
writing, selection			
of higher-order,			
or inglier-order,			
text-dependent			
questions/activities,			
with an emphasis			
on Webb's Depth			
of Knowledge			
question hierarchy			
question merarchy			
Facilitate the			
identification,			
selection,			
development			
of migamous			
of rigorous			
core curriculum			
common			
assessments,			
Facilitate core			
curriculum			
assessment data			
analysis			
Facilitate the			
planning for			
interpretation and 1			
interventions and			
the intentional			
grouping of the			
students			
-Using walk-			
dimensily data the			
through data, the			
academic coach			
and administration			
identify teachers			
for support in			
co-planning,			
modeling, co-			
teaching, observing			
and debriefing.			
-The academic			
coach trains each			
coach trains each			

	subject area PLC		
	on how to facilitate		
	de in a DI C		
	their own PLC		
	using structured		
	protocols.		
	p1010 c 015.		
	1		
	-Throughout the		
	school year, the		
	academic coach/		
	administration		
	conducts one-on-		
	one data chats		
	with individual		
]	teachers using		
]	the data gathered		
]	from walk-through		
	tools. This data		
	tools. This data		
	is used for future		
	professional		
	development, both		
	individually and as		
	individually and as		
	a department.		
	1		
	1		
	1		
	T I T		
	Leadership Team		
	and Coach		
	1		
	-The academic		
	and an are started		
	coach meets with		
	the principal/APC		
	to map out a high-		
	level summary plan		
	of action for the		
	of action for the		
	school year.		
	1		
	-Every two weeks,		
	the academic		
	coach meets with		
	the principal/APC		
	to:		
	<u>[</u>		
	Review log and		
	work accomplished		

Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 68 points to 71 points.	2012 Current Level of Performance:*	and Develop a detailed plan of action for the next two weeks. 2013 Expected Level of Performance.*					
	68	71					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.		4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

D 1 4 133 1 4	2011 2012	2012 2012	2012 2014	2014 2015	2015 2017	2017 2017	
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
	38	49	54	59	64	70	
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,							
Hispanic, Asian, American		ا _م					
Indian) not making		See					
satisfactory progress in		pec					
mathematics		1-					
mathematics		goais					
		See goals 1, 3 &					
		ا ا					
		4					
		•					

Mathematics Goal #5A:	2012 Current	2013 Expected Level	l		
	Level of	of Performance:*			
	Performance:*				
The second of CAVII it					
The percentage of White_ students scoring proficient/					
satisfactory on the 2013 FCAT/	1				
FAA Math will increase from					
53% to 62%.					
The percentage of Black_					
students scoring proficient/					
satisfactory on the 2013 FCAT/FAA Math will increase from	1				
44% to 49%.					
The percentage of Hispanic_					
students scoring proficient/					
satisfactory on the 2013 FCAT/FAA Math will increase from	1				
40% to 47%.					
	White:53	White:62			
	Black:44	Black:49			
	Hispanic:40	Hispanic:47			
	A gion:	Agion			
	Asian:	Asian:			
		American Indian:			
	Indian:				

		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

Disadvantaged students not making satisfactory progress in mathematics.		See Goals 1, 3, & 4	5B.1.	5B.1.	
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of ED students scoring proficient/satisfactory on the 2013 FCAT/FAA Mathematics will increase from 42% to 48%.					
	42	48			

		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	I.a.	l- a .	la a v	I	i	
5C. English Language	5C.1	5C.1	5C.1	5C.1	5C.1	
Learners (ELL) not						
making satisfactory	Although] .	Who	Teacher Level	2x per year	
progress in mathematics.	this goal was					
	met for 2012,		-School based	-Teachers reflect on lesson	District Baseline and	
	improving the		Administrators	outcomes and use this	Mid-Year Testing	
		Action Steps		knowledge to drive future		
	ELL students		-District Resource	instruction.	L	
		-ESOL Resource	Teachers			
	is of high	Teacher (ERT)			Semester Exams	
	priority.	provides	-ESOL Resource	grading system data to		
		professional	Teachers	calculate their students'		
		development to all		progress towards their PLC		
	of the math	math area teachers		and/or individual ELL		
	teachers are	on how to embed		SMART Goal		
	unfamiliar with	_	<u>How</u>		During the Grading	
	this strategy.	into core content	l	PLC Level	Period_	
	To address	lessons.	-Administrative and		~	
	this barrier,		L	-Using the individual teacher		
	the school		ERT walk-throughs	data, PLCs calculate the	(pre, post, mid, section,	
	will schedule	3.6.41		S	end of unit)	
	professional	-Math teachers	form from:	across all classes/courses.		
	development	set SMART goals		DIC C 1		
	delivered by	for ELL students		-PLCs reflect on lesson		
	the school's	for upcoming		outcomes and data used to		
	ERT.	core curriculum		drive future instruction.		
	-Math teachers	assessments.		-ERTs meet with Math		
	implementation	Math tagahara		PLCs on a rotating basis to		
	of ELL	administer and		assist with the analysis of		
	strategies is	analyze ELLs. In		ELLs performance data.		
		particular, teachers		LLEs performance data.		
	across math	aggregate data		-For each class/course, PLCs		
	courses.	to determine the		chart their overall progress		
	courses.	performance of		towards the ELL SMART		
	-ELLs at	ELLs compared to		Goal.		
	varying levels	the whole group.		Gour.		
	of	the whole group.		Leadership Team Level		
	[-	-Based on data				
	English	math teachers		-PLC facilitator/ Subject		
	language	differentiate		Area Leader/ Department		
	acquisition and			Heads shares SMART		
		remediate/enhance		Goal data with the Problem		
	not consistent			Solving Leadership Team.		

	across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.		-Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
Mathematics Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 33% to 36%.	Level of Performance:*	2013 Expected Level of Performance:*			
	33	36			

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

		·	i	i e		i i
		5C.3	5C.3	5C.3	5C.3	5C.3
		56.5	56.5	50.5	50.5	JC.3
		-Lack of	ELLs (LYA, LYB &	Who	Analyze math core	2x per year
			LYC) comprehension	WHO	curriculum and district	<u> </u>
			of course content/	-School based	level assessments for	District Baseline and Mid-
			standards improves	Administrators		Year Testing
		accommodations	through participation in		to accommodations	
		beyond FCAT	the following day-to-		to determine the most	L
			day accommodations		effective approach for	
			on core content and		individual students.	Semester Exams
		-Bilingual	district assessments in	TT.		
		Education Paraprofessionals	math:	<u>How</u>		F
			-Extended time (lesson	Administrative and		During the Grading Period
			and assessments)	-Administrative and		During the Grading Teriod
		providing heritage		ERT walk-throughs using		Core curriculum end of core
				the walk-throughs look		common unit/ segment tests
				for Committee Meeting		
				Recommendations. In		
				addition, tools from the		
		Education		RtI Handbook and ELL		
		Paraprofessional dependent on		RtI Checklist, and ESOL Strategies Checklist can be		
		membership of		used as walk-through forms		
		^	assessments)	used as wark-through forms		
		-Administrators				
		at varying levels				
		of expertise in				
		being familiar with				
		the ELL Program guidelines and job				
		responsibilities of				
		ERT and Bilingual				
		paraprofessional.				
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 and define areas in need of			Who and how will the	How will the evaluation tool		
improvement for the following			fidelity be monitored?	data be used to determine the		
subgroup:				effectiveness of strategy?		
				1	1	

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5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1	
•	SD.1.	DD.1.	DD.1.	55.1.	5D.1	
Disabilities (SWD) not		. .		L		
making satisfactory		Strategy_	<u>Who</u>	Teacher Level	2x per year	
progress in mathematics.	provide		L	l		
			Principal, Assistant		District Baseline and	
	0.00	achievement	Principal		Mid-Year Testing	
		improves through		knowledge to drive future		
		the effective		instruction.	L	
	regular and on-					
	Bonn B 10 110 11	implementation			Semester Exams	
	0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 -	of students' IEP		grading system data to		
		goals, strategies,		calculate their students'	L	
		modifications, and		progress towards their PLC		
		accommodations.		and/or individual SWD	During the Grading	
	ESE teacher.	771 1 4		SMART Goal	Period_	
	To address this	-Throughout		DI GI		
	barrier, the	the school year,		PLC Level	Common assessments	
	APC will put a	teachers of SWD		TT: 4 : 1: :1 14 1	(pre, post, mid, section,	
	system in place	review students'		-Using the individual teacher	end of unit)	
		IEPs to ensure		data, PLCs calculate the		
	year.	that IEPs are		SWD SMART goal data		
		implemented		across all classes/courses.		
		consistently and		-PLCs reflect on lesson		
		with fidelity.		outcomes and data used to		
		-Teachers (both		drive future instruction.		
		individually and		drive future instruction.		
		in PLCs) work		-For each class/course, PLCs	,	
		to improve upon		chart their overall progress		
		both individually		towards the SWD SMART		
		and collectively,		Goal.		
		the ability to		Goar.		
		effectively		Leadership Team Level		
		implement IEP/		Leadership Team Level		
		SWD strategies and		-PLC facilitator/ Subject		
		modifications into		Area Leader/ Department		
		lessons.		Heads shares SMART		
		10 550115.		Goal data with the Problem		
				Solving Leadership Team.		
				-Data is used to drive		
				teacher support and student		
				supplemental instruction.		

Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 23% to 35%.					
	23	35			

5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
-Improving the	Strategy/Task	Who	School has a system	School has a system for PLCs	
proficiency of			for PLCs to record	to record and report during-	
SWD in our schoo	SWD student	-Principal	and report during-the-	the-grading period of SWD	
is of high priority.	achievement improves		grading period SWD	SMART goal outcomes to	
	through teachers'	-AP	SMART goal outcomes	administration, coach, SAL,	
-Teachers need	implementation of		to administration, coach,	and/or leadership team.	
	the Plan-Do-Check-	-Instruction Coaches	SAL, and/or leadership		
down their core	Act model in order to	C. hind Anna I and anna	team.		
assessments to the SWD level.	plan/carry out lessons/ assessments with	-Subject Area Leaders			
SwD level.	appropriate strategies	-PLC facilitators of like			
-General	and modifications.	grades and/or like courses			
educational teache		grades and/or like courses			
and ESE teacher					
need consistent,					
on-going co-	Actions	<u>How</u>			
planning time.					
	Plan	-PLC logs turned into			
		administration/coaches.			
	For an upcoming	Administration/coaches			
	unit of instruction	provides feedback			
	determine the	1			
	following:	-Administrators attended			
		targeted PLC meetings			
	-What do we want our	Day and CDI Calling and			
	SWD to learn by the	-Progress of PLCs discussed			
	end of the unit?	at Leadership Team			
	777				
	-What are standards				
	that our SWD need to learn?				
	iearn?				
	-How will we assess				
	these skills/standards				
	for our SWD?				
	ioi oui swb:				
	-What does mastery				
	look like?				
	What is the SMART				
	goal for this unit of				
	instruction for our				

SWD?	1	İ	
SWD!			
Plan for the "Do"			
tun joi me Do			
What do teachers need			
to do in order to meet			
the SWD SMART			
goal?			
-What resources do we			
need?			
-How will the lessons			
be designed to			
maximize the learning			
of SWD?			
W 1 1 C			
-What checks-for-			
understanding will			
we implement for our SWD?			
SWD!			
-What teaching			
strategies/best practices			
will we use to help			
SWD learn?			
5 11 2 1 5 11 11			
-Specifically how will			
we implement the			
strategy during			
the lesson?			
-What are teachers			
going to do during the lesson for SWD?			
lesson for SWD?			
Wilestown CNVD et al.			
-What are SWD student			
going to do during the			
lesson to maximize			
learning?			

Reflect on the "Do"/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.
For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD:
-What worked within the lesson? How do we know it was successful? Why was it successful?
-What didn't work within the lesson? Why? What are we going to do next?
-For the implementation of the strategy, what worked? How do we know it was successful? Why was it successful? Whytwas it successful? What checks for understanding were used during the lessons?
-What were the outcomes of the checks for understanding? And/or analysis of student performance?

-How do we take what we have learned and apply it to future lessons?
Reflect/Check — Analyze Data
Discuss one or more of the following:
-What is the SWD data?
-What is the data telling us as individual teachers?
-What is the data telling us as a grade level/PLC/department?
-What are SWD not learning? Why is this occurring?
-Which SWD are learning?
Act on the Data
After data analysis, develop a plan to act on the data.
-What are we going to do about SWD not learning?

	-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?				
	-How are we going to re-teach the skill differently?				
	-How we will know that our re-teaching/ interventions are working?				
		5D.3	5D.3	5D.3	

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 Grade Level/ PD Facilitator Subject For Subject Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring

and/or PLC Focus and/or PLC Focus (e.g., PLC, subject, grade level, or school-wide) Schedules (e.g., frequency of Schedules (e.g., f

PLC Leader meetings)
HOT Talk and K-5/Math Various District Kindergarten PLC, 1st Grade PLC, July 2012-2013

Various District Kindergarten PLC, 1st Grade PLC, July 2012-2013 Follow-up activity e-mailed to PD Administration Level Math 2nd Grade PLC, 3rd Grade PLC, Facilitator/Classroom Observation of

COOL Moves Facilitators/Sites 4th Grade PLC, 5th Grade PLC, PD being utilized

Resource Teachers

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Powerful Planning	K-5/Math	Various District Ki	indergarten PLC, 1st Grade PLC, July 2012-2013	Follow-up activity e-mailed to PD	Administration
		Level Math 2n	nd Grade PLC, 3rd Grade PLC,	Facilitator/Classroom Observation of	
in Math		Facilitators/Sites 4tl	th Grade PLC, 5th Grade PLC,	PD being utilized	
		Re	esource Teachers		
Making Sense of	K-5/Math	Various District Ki	Eindergarten PLC, 1st Grade PLC, July 2012-2013	Follow-up activity e-mailed to PD	Administration
Mathematics		Level Math 2n	nd Grade PLC, 3rd Grade PLC,	Facilitator/Classroom Observation of	
		Facilitators/Sites 4tl	th Grade PLC, 5th Grade PLC,	PD being utilized	
		Re	esource Teachers		
M.E.A.T.Y.	K-5/Math	Various District Ki	Eindergarten PLC, 1st Grade PLC, July 2012-2013	Follow-up activity e-mailed to PD	Administration
		Level Math 2n	nd Grade PLC, 3rd Grade PLC,	Facilitator/Classroom Observation of	
CCSS in Math		Facilitators/Sites 4tl	th Grade PLC, 5th Grade PLC,	PD being utilized	
		Re	esource Teachers	-	

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 ECAT 2 0. Ct. 1 4:	1 1	l _{1 1}	l _{1 1}	1 1	1 1	r
1. FCAT 2.0: Students	1.1	1.1	1.1	1.1	1.1	
scoring proficient (Level						
3-5) in science.		<u>Strategy</u>	<u>Who</u>	Teacher Level	2x per year	
	at varying skill					
			Principal		District-level baseline	
		science skills			and mid-year tests	
	and the 5E	will improve		knowledge to drive future		
	lesson plan	through		instruction.	<u> </u>	
	model.		Science Coach (where			
	l		available)		Semester Exams	
	-Lack of	instructional		grading system data to		
	common	model		calculate their students'		
	planning time			progress towards their PLC		
	to facilitate and	_	<u> </u>		During the Grading	
	hold PLCs for			Goal	Period_	
	like courses.	Action Steps	How Monitored			
				PLC Level	-Core Curriculum	
		-Teachers	-Classroom walk-throughs		Assessments (National	
		will attend		-Using the individual teacher		
		District Science		data, PLCs calculate the	test, mid-chapter	
		training and			checkpoint, chapter	
		share 5 E		classes/courses.	assessment, and end	
		Instructional			of unit assessment;	
		Model			district-wide	
		information			assessments' on-going	
		with their			progress monitoring;	
		PLCs.			etc.)	
				For each class/course, PLCs		
		-PLCs write		chart their overall progress		
		SMART goals		towards the SMART Goal.		
		based for units	Į.	l		
		of instruction.	ļ.	Leadership Team Level		
				Di G G C C C C C C C C C C C C C C C C C		
		-As a		-PLC facilitator/ Subject		
		Professional		Area Leader/ Department		
		Development		Heads shares SMART		
		activity in their		Goal data with the Problem		
		PLCs, teachers		Solving Leadership Team.		
		spend time		D.4. in 14. 1.i .		
		collaboratively		-Data is used to drive		
		building 5E		teacher support and student		
		Instructional Model for		supplemental instruction.		
1		upcoming			ı	l l

	, , , , , , , , , , , , , , , , , , , 	1	·
	lessons.		
	-PLC teachers		
	instruct		
	students		
	using the 5E		
	Instructional		
	Model.		
	Model.		
	1		
	-At the end		
	of the unit,		
	teachers give		
	a common		
	assessment		
	identified		
	from the core		
	curriculum		
	material.		
	-Teachers bring		
	assessment		
	data back to the		
	DI C		
	PLCs.		
	1		
	-Based on the		
	data, teachers		
	discuss		
	effectiveness		
	of the 5E		
	Lesson Plans		
	to drive future		
	instruction.		
	indiaction.		
i i	1 1		

<u> </u>	Level of	2013 Expected Level of Performance:*			
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 18% to 36%.					
	18	36			

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i i	1.2.	1.2.	l _{1.2}	1.2.	lı 2
	1.4.	1.4.	1.2	1.4.	1.2.
	DI C / 1	C		0.111	
	-PLCs struggle	Strategy			2x per year
	with how	G. 1 . 1:	-Principal	system for PLCs to	Divide District 1147114
					District Baseline and Mid-Year
		improves through teachers			Testing
		working collaboratively to	AP	period SMART	
		focus on student learning	-Instruction Coaches	goal outcomes to	- I
		\mathcal{E}	Finstruction Coaches	administration,	
		Model. Specifically, they	Carlainest Amon I and amo		Semester Exams
			-Subject Area Leaders	leadership team.	
		Act model to structure	DI C 6: :114 - 4 C111 -		 -
		enen way or worn.	-PLC facilitators of like		
		0 01110 0 11111111111111111111111111111	grades and/or like courses		During the Grading Period
		design model for unit of			
		instruction, teachers focus			-Core Curriculum Assessments
		on the following four	How		(National Geographic pre-
		questions:	<u> </u>		test, mid-chapter checkpoint,
	Unit" log.		-PLC logs turned into		chapter assessment, and end of
		1. What is it we expect	administration/coaches		unit assessment; district-wide
			provides feedback		assessments' on-going progress
			provides reedback		monitoring; etc.))
		2. How will we know	-Administrators attended		
		if they have learned	targeted PLC meetings		
		it?	targeted i LC meetings		
			Progress of PLCs discussed		
		O. HOW WILL WC	at Leadership Team		
		respond if they don't	at Leadership Team		
		learn?	-Administration shares the		
			data of PLC visits with staff		
		4. How will we			
		respond if they	on a monthly basis.		
		already know it?			
		Actions/Details			
		renons/Detans			
		Within PLCs:			
		muni 1 LCs.			
		-PLCs will use a PLC log			
		to monitor the following:			
		to momitor the following.			
		Guide their Plan-Do-			
		r-Guide men Plan-Do-			

Check-Act conversations
and way of work.
and way of work.
Monitor the frequency
of meetings. All grade
of intettings. All grade
level/subject area PLCs
collaborate times
per month for curriculum
per month for currection
planning, reflection, and
data analysis.)
-Working with the core
curriculum, within grade
level PLCs teachers will:
iever i les teachers will.
Unpack the benchmark
and identify what students
and donary what state its
need to understand, know,
and do.
Plan Constructor Con
Plan for checks for
understanding during the
unit.
Plan for the End-of-Unit
Assessment
Plan upcoming lessons/
units using the 5E
Instructional Model.
instructional prodes.
Reflect on the outcome
of lessons taught
of tosovis wagit
Analyze checks for
understanding and core
and containing and core
curriculum assessments.
Act on the core
curriculum data by
curriculum data by
planning interventions for
the whole class or small
group.

			-PLCs will generate SMART goals for upcoming units of instructionPLCs will report SMART goal data through their logs. As a Science Department -PLC, share action plan successes and challenges of the grade levels coursesPLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.			
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. FCAT 2.0: Students	2.1	2.1	2.1	Science PLC Resource	3x-per year	
scoring Achievement				meetings		
Levels 4 or 5 in science.		Strategy	<u>Who</u>		District level baseline,	
	teachers have				mid-year, and pre-	
	received		Principal		EOC administration	
	the CCLS	Action Steps	l			
	for Science		AP	DI Co. Illand Ledin month	<u> </u>	
	overview.			PLCs will track achievement on the benchmark attached	Semester Exams	
	-Not all PLCs	In PLCs/		to the Close Reading	Semester Exams	
	routinely look	Department		passage comparing baseline		
	at curriculum			achievement level to 80%		
	materials	-Teachers		mastery using the proximal	During the Grading	
	beyond those	work in their			Period	
	posted on the	PLCs to locate,	CCLS Science Team			
	curriculum	discuss, and			-Core Curriculum	
	guide		Science SAL/DH		Assessments (National	
		appropriate			Geographic pre-	
		texts to			test, mid-chapter	
		supplement	How Monitored		checkpoint, chapter	
		men textbooks.	How Monitored		assessment, and end of unit assessment;	
		-PLCs review	Administration, Coach,		district-wide	
			SAL walk-throughs		assessments' on-going	
		Selections to	orie want infoughs		progress monitoring;	
		determine word	-PLC logs turned into		etc.)	
		count and high-	administration.		, , , , , , , , , , , , , , , , , , ,	
		Lexile.				
			-Administration provides			
			feedback.			
		appropriate NGSSS				
		benchmark to				
		Close Reading				
		passage				
		pussage				
		-To increase				
		stamina,				
		teachers select				
		high-Lexile,				
		complex and				
		rigorous texts				
		that are shorter				
		and progress				

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throughout the		
year to longer		
texts that are		
texts that are		
high-Lexile,		
complex and		
rigorous		
-		
- Teachers		
- Teachers		
debrief lesson		
implementation		
to determine		
effectiveness		
and level		
of student		
oi student		
comprehension		
and retention		
of the text.		
Teachers		
use this		
information		
to build future		
close reading		
lessons.		
During the		
During the		
lessons,		
teachers:		
-Guide students		
through text		
without reading		
without reading		
or explaining		
the meaning of		
the text using		
the following:		
[
Introducing		
anition 1		
critical		
vocabulary		
to ensure		
comprehension		
of text.		
or text.		

Stating		
an essential		
question prior		
to reading		
to reading		

Using		
questions		
to check for		
understanding.		
Using		
question to		
question to		
engage students		
in discussion.		
Requiring		
oral and written		
responses to		
text.		
text.		
A als dand has a d		
-Ask text-based		
questions that		
require close		
reading of		
the text and		
multiple reads		
of the text.		
of the text.		
During the		
During the		
lessons,		
students:		
-Grapple with		
complex text.		
1 ^		
-Re-read for a		
second purpose		
and to increase		
and to increase		
comprehension.		
-Engage in		
discussion		
to answer		

 2012 Current Level of	essential question using textual evidence. -Write in response to essential question using textual evidence. 2013Expected Level of Performance:*					
					2.2. 2.3	
	د.ی	د.ے	د. ب	د.ے	د.ي	

Science Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity
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Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
"New" Purposeful Planning is Science	nK-5/Science	Various District Level Science	Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC, Resource Teachers		Follow-up activity e-mailed to PD Facilitator/Classroom Observation of PD being utilized	Administration
Long Term Investigating in Science Training	K-5/Science	Level Science	Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC, Resource Teachers	July 2012-2013	Follow-up activity e-mailed to PD Facilitator/Classroom Observation of PD being utilized	Administration
Technology and the Science Classroom	K-5/Science	Level Science	Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC, Resource Teachers	July 2012-2013	Follow-up activity e-mailed to PD Facilitator/Classroom Observation of PD being utilized	Administration
Literacy in Science	K-5/Science	Level Science	Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC, Resource Teachers	July 2012-2013	Follow-up activity e-mailed to PD Facilitator/Classroom Observation of PD being utilized	Administration
"New" Science Fair Training (STEM Fair)	K-5/Science	Various District Level Science	Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC,	September 2012/ July 2012-2013	Follow-up activity e-mailed to PD Facilitator/Classroom Observation of PD being utilized	Administration
Inquiry Monday for K-5 Science Teachers	K-5/Science	Various District Level Science	Resource Teachers Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC, Resource Teachers		Follow-up activity e-mailed to PD Facilitator/Classroom Observation of PD being utilized	Administration
The "New" 5-E's of Science Inquiry	K-5/Science	Level Science	Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC,	July 2012-2013	Follow-up activity e-mailed to PD Facilitator/Classroom Observation of PD being utilized	Administration
Calendar Science	K-5/Science	Level Science	Resource Teachers Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC, Resource Teachers	July 2012-2013	Follow-up activity e-mailed to PD Facilitator/Classroom Observation of PD being utilized	Administration

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement				
	i cinc vement				
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	-Not all teachers	Strategy	Who	See "Check" & "Act" action		
at Achievement	know how to			steps in the strategies column		
Level 3.0 or higher	plan and execute	Students' use of	Principal		formative assessments	
in writing.	writing lessons	mode-specific	1			
, , , , , , , , , , , , , , , , , , ,	with a focus		APC		Student daily drafts	
	on mode-based	improve through				
	writing.		SAL		-Student revisions	
		Workshop/daily				
	-Not all teachers	instruction with			-Student portfolios	
	know how to	a focus on mode-				
	review student	specific writing.	District (Writing Team,			
	writing to		Supervisors, Writing			
	determine trends		Resources, Academic			
	and needs in		Coaches, and DRTs)			
	order to drive	Action Steps				
	instruction.	D 1				
	A 11 / 1	-Based on	TT N 1			
	-All teachers	baseline data,	How Monitored			
	need training to score student	PLCs write SMART goals	DI C la sa			
		for each Grading	-PLC logs			
	during the 2012-	Period. (For	-Classroom walk-throughs			
	2013 school year	example, during	-Classicolli walk-tilloughs			
			Observation Form			
	provided by the	Period, 50%	Observation rouni_			
	state.	of the students	-Conferencing while			
	State.		writing walk-through tool			
		above on the end-				
		of-the Grading	,			
		Period writing				
		prompt.)				
		<u>Plan:</u>				
		-Professional				
		Development for				
		updated rubric				
		courses				
		-Professional				
		Development				
		for instructional		1		

	delivery of mode-			
	delivery of mode- specific writing			
	1			
1	Training to			
1	-Training to facilitate data-			
1	lacintate data-			
1	driven PLCs			
1	-Using data			
1	to identify			
1	trends and drive			
1	instruction			
1	instruction			
1	T 1 :			
1	-Lesson planning based on the			
1	based on the			
1	needs of students			
1				
	<i>Do:</i>			
	50.			
1	D.11 /			
1	-Daily/ongoing			
1	models and			
1	application of appropriate			
1	appropriate			
1	mode-specific			
1	writing based on			
1	writing based on teaching points			
	teaching points			
	D 11 / .			
]	-Daily/ongoing	1		
	conferencing	1		
]		1		
]		1		
]		1		
I		1		
]		1		
]	Check:	1		
I	CHECK.	1		
I	D. 1 6.1.11	1		
]	Review of daily	i l		
I	drafts and scoring	1		
I	monthly demand	1		
]	writes	1		
		1		
]	-PLC discussions	1		
]	and analysis of	i l		
	and undry 515 01			

	student writing to		
1	determine trends		
	and needs		
	Act:		
	<u>4.0</u>		
	-Receive		
	- NCCCIVC		
	additional		
	professional		
	development in		
	areas of need		
	-Seek additional		
	professional		
	knowledge		
	through book		
	studies/research		
	-Spread the		
	use of effective		
	practices across		
	the school based		
	on evidence		
	shown in the best		
	proctice of others		
	practice of others		
	Han what is		
	-Use what is		
	learned to begin		
	the cycle again,		
	revise as needed,		
	increase scale if		
	possible, etc.		
	-Plan ongoing monitoring of the		
	monitoring of the		
	solution(s)		
	` ´		

Writing/LA Goal #1:	of Performance:*	2013 Expected Level of Performance:*			
The percentage of students scoring Level					
3.0 or higher on the 2013 FCAT Writes will					
increase from 80% to 90%.					
·					
	80	90			

1.2	1.2	1.2	1.2	1.2	
-PLCs struggle	<u>Strategy</u>	<u>Who</u>	School has a	During the Grading Period	
with how			system for PLCs to	[
to structure	Student achievement	-Principal	record and report	Common assessments (pre,	
curriculum and	improves through teachers		during-the-grading	post, mid, section, end of unit)	
data analysis discussion to	working collaboratively to focus on student learning.		period SMART		
deepen their	Specifically, they use the		goal outcomes to administration,		
leaning. To	Plan-Do-Check-Act model		coach, SAL, and/or		
address this	and log to structure their		leadership team.		
barrier, this year	way of work. Using the		readership team.		
PLCs are being	backwards design model	-PLC facilitators of like			
trained to use the	for units of instruction,	grades and/or like courses			
Plan-Do-Check-	teachers focus on the				
	l following four questions:				
Unit" log.	4 Without in it	How_			
	1. What is it we expect them to learn?	110W			
	them to learn?	PLCS turn their logs into			
	2. How will we know if	administration and/or coach			
	they have learned it?	after a unit of instruction is			
	110, 110, 100, 100	complete.			
	3. How will we respond				
	if they don't learn?	-PLCs receive feedback on			
		their logs.			
	4. How will we respond	-Administrators and coaches			
	if they already know	attend targeted PLC meetings			
	it?	attend targeted FLC meetings			
		-Progress of PLCs discussed			
		at Leadership Team			
	Actions/Details				
		-Administration shares the			
	-Grade level/like-course	data of PLC visits with staff			
	PLCs use a Plan-Do-	on a monthly basis.			
	Check-Act "Unit of				
	Instruction" log to guide				
	their discussion and way of work. Discussions are				
	summarized on log.				
	builling ized on log.				
	-Additional action steps for				
	-Additional action steps for this strategy are outlined				

		on grade level/content area PLC action plans.				
	1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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

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

PD Content /Top	oic 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 Focu	us	and/or	(e.g., PLC, subject, grade level, or school-wide)	Schedules (e.g., frequency of		
K/1 Everyone Writes!	K-1/Writing	PLC Leader	Vindancentes DIC 1st Condo DIC	meetings)	Ealland on activity a mailed to DD	Administration
K/I Everyone writes!	K-1/ WITHING		Kindergarten PLC, 1st Grade PLC Resource Teachers	, July 2012-2013	Follow-up activity e-mailed to PD Facilitator/Classroom Observation of	Administration
		Facilitators/Sites			PD being utilized	
Voice in Writing 2-5	2-5/Writing	Various District	2nd Grade PLC, 3rd Grade PLC,	July 2012-2013	Follow-up activity e-mailed to PD	Administration
		Level Writing	4th Grade PLC, 5th Grade PLC,		Facilitator/Classroom Observation of	
		Facilitators/Sites	Resource Teachers		PD being utilized	

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	1.1	1.1	1.1	1.1	
	-Attendance	Tier 1	Attendance committee	Attendance committee will	Instructional Planning	
	committee needs			monitor the attendance data	Tool Attendance/	
	to meet on a	The school will		from the targeted group of	Tardy data	
	regular basis	establish an	the Principal on a monthly	students.		
	throughout the	attendance	basis and shared with		Ed Connect	
	school year.	committee	faculty.			
		comprised of				
	-Need support	Administrators,				
	in building and	guidance				
	maintain the	counselors,				
	student database.	teachers and other				
		relevant personnel				
		to review the				
		school's				
		attendance plan				
		and discuss school				
		wide interventions				
		to address needs				
		relevant to current				
		attendance data.				
		The attendance				
		committee will				
		also maintain a				
		database of				
		students with				
		significant				
		attendance				
		problems and				
		implement and				
		monitor				
		interventions to be				
		documented on the				
		attendance				
		intervention form				
		(SB 90710) The				
		attendance				
		committee meets				
		every two weeks.				

Attendance Goal #1:	2012 Current	2013 Expected			
THE SOUTH TE	Attendance Rate:*	Attendance Rate:*			
1. The attendance rate					
will increase from					
will increase from					
94.1% in 2011-2012 to					
96% in 2012-2013.					
2. The attendance rate					
will increase from 93%					
in 2011 2012 to 000/ in					
in 2011-2012 to 96% in					
2012-2013.					
The number of students					
Laboration of Students]
who have 10 or more					
unexcused absences					
throughout the school					
year will decrease by					
10%					
10%					
3.T he number of					
students who have 10					
or more <u>unexcused</u>					
tardies to school					
throughout the school					
year will decrease by					
year will decrease by					
10%.					
]
]
]
]
]
]
1					1

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94	l.1 9	96			
Number with E	ber of Students N Excessive w cused U nces	Number of Students vith Excessive Jnexcused Absences	-		
(10 or	or more)	10 or more)			
172	72 1	155			
Numbe Studen Unexc: Excess	ber of Nents with Coused Sissive Tardies Ur more) T	013 Expected Number of Students with Inexcused Excessive Fardies (10 or more)			
0		0			

1.3	1.3	1.3	1.3	Instructional Planning Tool	
				Attendance/Tardy data	
There is no system	Tier 2	Social Worker	The attendance		
to reinforce parents			committee (which		
for facilitating	Beginning at the 5th	Guidance Counselor	is a subset of the		
improvement in	unexcused absence, the		leadership Team)		
attendance.	Attendance Committee	PSLT	will disaggregate		
	(which is a subgroup of		attendance data for		
	the Leadership Team)		the "Tier 2" group		
	collaborate to ensure		along with the		
	that a letter is sent home		guidance counselor		
	to parents outlining the		and maintain		
	state statute that requires		communication about		
	parents send students to		these children.		
	school. If a student's				
	attendance improves				
	(no absences in a 20 day				
	period) a positive letter is				
	sent home to the parent				
	regarding the increase in				
	their child's attendance.				

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

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)

PLC Leader

110

Monitoring

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K-5

School-Wide Attendance Incentive Program Stephanie McDonnell/Social Worker

All teachers at all grade levels/

school-wide

Monthly

Monthly data collection

Administration/Guidance Staff

Suspension Goal(s)

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

1 0	1, ,	I	1 1	h 1	IDITIE EAGLODD	
1. Suspension	1.1	1.1	1.1	1.1	UNTIE , EASI ODR	
					and suspension data	
	There needs to be	Tier 1	Who	- PSLT /Behavior Committee	cross-referenced with	
	common school-			will review data on Office	mammame discipline	
	wide expectations	-Positive Behavior	-PSLT Behavior	Discipline Referrals	data	
	and rules for	Support (PBS) or	Committee	ODRs and out of school		
	appropriate	CHAMPS will be		suspensions, ATOSS data		
	classroom	implemented to		monthly.		
	behavior.	address school-	r	1		
			-Administration			
		and rules, set	1 14			
		these through staff				
		survey, discipline				
		data, and provide				
		training to staff				
		in methods for				
		teaching and				
		reinforcing the				
		school-wide rules				
		and expectations.				
		and expectations.				
		D				
		-Providing teachers				
		with resources				
		for continued				
		teaching and				
		reinforcement of				
		school expectations				
		and rules.				
		L		ĺ		
		-Leadership		ĺ		
		team conducts		ĺ		
		walkthroughs		ĺ		
		using a PBS or		ĺ		
		CHAMPS walk-		ĺ		
		through form		ĺ		
		(generated by		ĺ		
		the district RtI		ĺ		
		facilitators).		ĺ		
				ĺ		

-The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.		
-Where needed, administration conducts individual teacher walk- through data chats.		

			 	<u> </u>	,
Suspension Goal #1:	2012 Total Number	2013 Expected			
	<u>of</u>	Number of			
	In –School	In School			
l	Suspensions	In- School Suspensions			
1. The total number of		<u>Suspensions</u>			
In-School Suspensions					
will decrease by 10%.					
l					
2. The total number					
of students receiving					
In-School Suspension					
throughout the school					
woor will doorsoon be-					
year will decrease by 10%.					
10%.					
3. The total number					
of Out-of-School					
01 Out-01-School					
Suspensions will					
decrease by 10%.					
4. The total number of					
students receiving Out-					
of-School Suspensions					
throughout the school					
year will decrease by					
10%.					
1070.					

1	0					
2012 Total Nur of Students Suspended	nber 2013 Expected Number of Students Suspended					
<u>In-School</u>	<u>In -School</u>					
1	0					
2012 Number of Out-of-School Suspensions	Section 2013 Expected Number of					
	Out-of-School Suspensions					
3	2					
2012 Total Nur of Students Suspended	nber 2013 Expected Number of Students Suspended					
Out- of- School	Out- of-School					
3	2					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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Resource Teacher

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 Schedules (e.g., frequency of school-wide) PLC Leader meetings) Administration School-Wide Behavior K-5 Marc Summa/ All teachers at all grade levels/ Quarterly Quarterly data collection Management Program Administrative school-wide

Health and Fitness Goal(s)

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

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

Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
areas in need of improvement:			Who and how will the fidelity be monitored?	data be used to determine the effectiveness of strategy?		
	1.1.	1.1.	1.1.	1.1.	1.1.	
Goal						

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 67% on the Pretest to 77% on the Posttest.	Level :*	2013 Expected Level :*					
		77					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

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

Grade Level/ Subject 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)

Continuous Improvement Goal(s)

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

	Problem- Solving Process to Increase Student Achieveme nt					
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 0 1	1 1	1 1	1 1	1 1	1 1	
	1.1	1.1	1.1	1.1	1.1	
Improvement Goal						
		The leadership	Who_		PLC Survey materials	
		team will		surveys will be administered		
	how to conduct	become trained	Principal		(Anne Jolly)	
		on the use of		two months. The Leadership		
	focused on	the PLC "Unit		Team will aggregate the data		
		of Instruction"		and share outcomes of the		
	knowledge			school-wide results with their		
		the Plan-Do-		PLCs. The data will provide		
				direction for future PLC		
		model. Subject		training.		
		Area Leader	<u>_</u>			
		and/or PLC				
		facilitators will				
	implementation					
		PLCs through				
	Do-Check-Act					
		Check-Act				
		model for units				
	-Still confusion					
		The work will				
		be recorded				
		on PLC				
		logs that are				
		reviewed by				
		the Leadership				
		Team.				
	staff members					
	attending PLCs					
	and/or arriving					
	on time to					
	meetings.					
	-Teachers					
	asking for					
	more PLC					
	collaboration					
	time.					
	Possibility of					
	waiver will be					
	explored.					
	1					
	1				l	

Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*			
The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)" will increase from 77% in 2012 to 85% in 2013.					
	77	85			
		03			

	1.2	1.2	1.2	1.2	1.2	
	time to meet in PLCs.	use teacher survey information every nine weeks to determine next steps for PLC professional development.	Leadership team How Leadership team aggregates the data	surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future		
	1.3.	1.3.	1.3.	PLC training. 1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

PD Content /Topic Grade Level/ Subject PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

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

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

meetings)

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K-5

Bi-Monthly School-Wide CIM/PLC Program

Administrative Staff All teachers at all grade levels/

Bi-Monthly

Bi-Monthly PLC Meeting Agendas/Notes/ Administration/Resource/Guidance Staff Leadership Meetings

school-wide

NEW Reading Florida Alternate Assessment Goals

			i e	.	i i	<u> </u>	
A. Florida	A.1.	A.1.	A.1.	A.1.	A.1.		
Alternate							
Assessment:							
Students scoring							
proficient in							
reading (Levels 4-9).							
o							
9).							
D 1: C 1.4	2012 C	2012 E					
Reading Goal A:	Level of	2013 Expected Level of Performance:*					
	D	Df*					
	Performance.	Periormance.					
		l					
	L	L					
	NA	NA					
	μ 14 Σ	μ 14 x					

		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida	B.1.	B.1.	B.1.	B.1.	B.1.		
Alternate							
Assessment.							
Percentage of							
Percentage of students making Learning Gains in							
Learning Gains in							
reading.							

2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA					
		B.2.	B.2.	B.2.	B.2.	
	В.3.	В.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

C. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
proficient in Listening/						
Speaking.		See				
		Reading				
		ELL Goal				
		5C.1,				
		5C.2, 5C.3 and 5C.4				
		50.2, 50.3				
		and 5C.4				
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
The percentage of students						
scoring proficient on the 2013 Listening/Speaking section of						
the CELLA will increase from 43% to 48%.						
15,75,35,15,75.						
	43					

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
level text in a manner similar to	I		1] 9 ,		
non-ELL students.						
non-LLE students.			Who and how will the fidelity be	How will the evaluation		
			monitored?	tool data be used		
				to determine the		
				effectiveness of strategy?		
D. Students seeming	2.1.	2.1.	2.1.		2.1.	
	L .1.	£.1.	2.1.	£.1.	L .1.	
proficient in Reading.				l		
f		l~				
		See				
		Bee				
		b				
		Readinσ				
		Reading				
		ELL Goal				
		ELL Guar				
		 - ~ 4				
		5C.1,				
		5C.2, 5C.3 and 5C.4				
		50 2 50 3				
		DC.2, JC.3				
		land 5(' 4				
				l		
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CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA	2012 Current Percent of Students Proficient in Reading :					
will increase from 25% to 28%.						
	25					
			2.2.	2.2.		2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

E. Students scoring	2.1.	2.1	2.1.	2.1.	2.1.	
proficient in Writing.						
		See				
		Reading				
		ELL Goal				
		5C.1,				
		5C.1, 5C.2, 5C.3 and 5C.4				
		and 5C.4				

CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 16% to 18%.	2012 Current Percent of Students Proficient in Writing:			
		2.2. 2.3	2.2. 2.3	2.2.

NEW Math Florida Alternate Assessment Goals

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

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

		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida	G.1.	G.1.	G.1.	G.1.	G.1.		
Alternate							
Assessment:							
Percentage of							
students making							
Learning Gains in mathematics.							

M G	athematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		NA	NA					
			G.2.	G.2.	G.2.	G.2.	G.2.	
			G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

Elementary Science	Problem-			
Goals	Solving			
	Process to			
	Increase			
	Student			
	Achieveme			

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	nt						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Assessments Students	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			J.1.		
Science Goal J:	NA	NA					
		J.2. J.3.	J.3.	J.3.	J.2.	J.2.	
		y.J.	y.J.	y.J.	V. ć.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem- Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	of Performance:* M.2.	2013 Expected Level of Performance:* M.2.	M.2.			
		NA				
		M.2.				

	M.3.	M.3.	M.3.	M.3.	M.2.	

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: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	time for math, science, ELA and other STEM teachers	STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk- throughs	1.1 Logging number of project- based learning in math, science and CTE/STEM elective 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)
or PD Activity

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
STEM Fair Overview Training	K-5	PLC Leader Christina Calve, District Science	All teachers at all grade levels/	meetings) September 2012-November 2012	School-wide STEM Fair/Grade Level Competition	Administration
		Coach	school-wide			
STEM Fair – PLC	K-5	Christina Calve, District Science	All teachers at all grade levels/	September 2012-November 2012	School-wide STEM Fair/Grade Level Competition	Administration
		Coach	school-wide			

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

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

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	Achievement				
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:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Expand the Great American Teach-In, by utilizing outside resources amongst the business and surrounding community, to increase student awareness of future career opportunities and develop goal-setting in academic achievement.	Participation of outside resources within the community.	-Expand communication with local businesses and organizationsAdvertise the program through student-parent-teacher communication to invite for participation in the school-wide event.	will communicate throughout the process.	Feedback from participants, including speakers/presenters, teachers, students and parents.	Teacher-Student projects/written communications reflecting on their participation in the event.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

and/or PLC Focus

Grade Level/ Subject PD Facilitator

and/or

PLC Leader

r PD Participants

(e.g., PLC, subject, grade level, or

school-wide)

ts Target Dates and Schedules

(e.g., Early Release) and Schedules (e.g., frequency of meetings) Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiat Accountabil 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
Elementary Science Goal #1	Long-term Scientific Investigation – Memorial garden to study plant growth	\$149.79	\$149.79
Reading Goal #3	SAT-10 testing materials and resources (1st and 2nd grade)	\$500.00	\$500.00

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Reading Goal #3	SAT-10 testing materials and resources (3rd, 4th and 5th grade)	\$500.00	\$500.00
Attendance Goal #1	Student attendance incentive program during FCAT and SAT-10 (all grades)	\$925.00	\$925.00
Continuous Improvement Goal #1	Development of school-wide culture and environment	\$1250.00	\$1250.00
Final Amount Spent	\$3324.79		