Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Armwood High School	District Name: Hillsborough County
Principal: Michael A. Ippolito	Superintendent: MaryEllen Elia
SAC Chair: Stacey Bruton	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
		Certification(s)	Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains, Lowest
			Current School	Administrator	25%), and AMO progress along with the associated school year)
Principal	Michael Ippolito	Masters Ed. Leadership	3	9	09/10 B,10/11 B, 11/12 TBA
Assistant	Nicole Gallucci	Doctor of Education	8	11	09/10 C, 10/11 B, 11/12 TBA
Principal					
Assistant	Don Hill	Masters Ed. Leadership	18	8	09/10 C, 10/11 B, 11/12 TBA
Principal					
Assistant	Alice Gault	Masters Ed. Leadership	16	17	09/10 C, 10/11 B, 11/12 TBA
Principal					
Assistant	Marvin Bell	Masters Ed. Leadership	3	3	09/10 C, 10/11 B, 11/12 TBA
Principal					

Highly Qualified Instructional Coaches

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

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
Area		Certification(s)	Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
			Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated
					school year)
Science	Christina Tanaka	Biology 6-12	1	2	09/10: D 52%
Science	Cili istilia Taliaka	Chemistry 6-12	4	2	10/11: C
Reading	Natalia Gago	English6-12 Reading K-12	1	4	NA
		English 6-12	0	0	NA
Writing	Emme Moore				

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)
Teacher interview day	Area directors/principals	June 2012	
MAP Incentive Pay	Human Resources	June 2012	
District Performance Pay	Human Resources	June 2012	
Administrative Support Meetings with new teachers	Principal/APC	Monthly	
New teacher induction program	APC/Lead Teacher	Pre-planning/monthly	
Buddy Teacher Program	APC	Pre-planning	
Preparing new Educators	Administration and PNE support team	Monthly	
PNE Mentor Teachers	Assigned Mentor	Monthly	
USF College of Education Partnership for internships	USF Intern Coordinator/AHS Administration	Summer/Winter intern placements	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective.
of-field/ and who are not highly effective.	
15 out of field teachers	Depending on the needs of the teacher, one or more of the following strategies are implemented.
15 out of field teachers	<u>Administrators</u>
	Meet with the teachers twice per year to discuss progress on:
	Preparing and taking the certification exam
	Completing classes need for certification
	Academic Coach
	• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis
	Subject Area Leader/PLC
	• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as
	an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

Total Number	% of First-Year	% of Teachers	% of Teachers	% of Teachers	% of Teachers	% Highly	% Reading	% National	%
of Instructional	Teachers	with 1-5 Years of	with 6-14 Years of	with 15+ Years of	with Advanced	Qualified	Endorsed	Board Certified	ESOL Endorsed
Staff		Experience	Experience	Experience	Degrees	Teachers	Teachers	Teachers	Teachers
113	14% (16)	27% (31)	22% (25)	36% (41)	38% (43)	92% (104)	14% (16)	4% (5)	19% (22)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Stacy Wrenn	Maria Aceves	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Justin Bartlett	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Samantha Bedford	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Benjamin Faust	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Blanka Fuzvolgy	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Cranston Gittens	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Tyson Hyde	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Larry Jarmon	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Matt Jeckle	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Yahshae Mainer	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Steven Sinclair	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Lilas Sinwich	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Megan Smith	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Steffani Smith	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Catherine Vaccarro	EET Assigned	Coaching cycle, observations with feedback

Stacy Wrenn	Stacy Wrenn	EET Assigned	Coaching cycle, observations 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 Resource teachers provide intensive instruction additional instructional and support materials are purchased.
Title I, Part C- Migrant Migrant aid provides resources for families and instruction and tutoring for students.
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) Supplemental Academic Instruction is provided 1 day per week in reading, writing, and math.
Violence Prevention Programs Bullying Prevention Program and Anger Management counseling is incorporated into small group activities with the social worker.
Nutrition Programs
Food Service provides healthy choices.
Housing Programs

Head Start

Adult Education

Career and Technical Education

The following programs are offered through Career and Technical Education:

Certified Nursing Assistant

Business Technology

Fashion Marketing

Academy of Finance

Culinary Arts

Agriculture

ROTC

Job Training

Students are afforded the ability to work during the school day through On the Job Training.

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Armwood's RtI Team includes the LEAD team members-as well as Michael Ippolito, Dr. Nicole Gallucci, Nancy Hutek, Amy Weinstein, Julie Sands, Kelly Cheney, and Bonnie Woods.

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

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

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

Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

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 LEAD Team and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2009-10 school year and during preplanning for the 2010-11 school year.
- The School Improvement Plan is the working document that guides the work of the LEAD Team. The large part of the work of the team is outlined in the *Blue Print For Academic Success for Armwood High School*.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the LEAD Team will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks.
- The LEAD Team will communicate with and support the PLCs in implementing the proposed strategies by assigning LEAD Team members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the LEAD Team.

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 test	School Generated Excel Database	Reading Coach, Writing Resource Teacher, Science Resource Teacher
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* of chapter/ segments tests using adopted curriculum resources	Subject Area Generated Database	Department Heads, individual teachers, Lead Team
Nine Week Exams	Subject Area Generated Excel Database	Department Heads, individual teachers, Lead Team
Semester Exams	Subject Area Generated Excel Database	Department Heads, individual teachers, Lead Team
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)*	School Generated Database in Excel	Lead Team / ELP Facilitator
Ongoing Progress Monitoring (mini-		
assessments and other assessments		
from adopted curriculum resource		
materials)		
FAIR OPM	School Generated Database in Excel	Lead Team / Reading Coach
Ongoing assessments within Intensive	Database provided by course	Lead Team /PLC/Individual Teachers
Courses	materials (for courses that have one),	
	School Generated Database in Excel	

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

Describe the plan to train staff on MTSS.

Training occurred during Preplanning via the School Social Worker and School Psychologist. Professional development opportunities offered through the Title 1 Office and Professional Development Office.

Describe plan to support MTSS.

Monthly meetings with Child Study Team, Teachers keep intervention logs documenting strategies used to assist student learning.

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 Resource
- 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
- Language Arts Subject Area Leaders

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.

Our LLT works with the administration on implementation of the school wide literacy plan, Blueprint, and follows up with teacher's mini lessons. The mini lessons focus on one FCAT reading strand per week. Then, our LLT meets to assess the effectiveness of the plan, evaluate mini lesson plans and discuss observations during walk throughs of mini lessons.

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 (Blueprint)
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

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

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

Project CRISS, Level 1 training, which is a 12 hour initial training, is offered annually through district-provided training. Mandatory follow-up is provided at the school site by the reading coach. Complementing the Project CRISS initiative is the inclusion of close reading lessons in the ELA, reading, and content area classrooms.

The reading coach is required as a part of her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model and the design and delivery of close reading lessons through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science and language arts) Project CRISS close reading model lesson follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT should have representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

All teachers are asked to follow our school wide literacy plan-Blueprint. Each week content area teachers focus on one FCAT strand, with department heads observing the lesson. Students will then take assessments twice a month on the Blueprint strands that were taught.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

*High Schools Only

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

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

Courses and coursework are established in Professional Learning Communities, Career Academies, and Career Pathways. The AVID classes help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for post secondary readiness (Industry Certifications, College credit, job skills, etc).

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

Armwood High School annually will hold elective fairs with present and incoming students. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. Guidance Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, Armwood High School will review new course offerings at the State and District Level to continue to offer rigorous and relevant coursework and to meet the State Standards.

Postsecondary Transition

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

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

Analysis of High School Feedback Report

Armwood has reflected over our *High School Feedback Report* Trends dated 2008-2010. The following is a summary from our annual analysis.

According to the High School report dated 2008-2010 Armwood's percentage of graduates completing a college prep curriculum has decreased from 63.2% to 54.1% over a three year period, a decrease of 9.1%. During that same time period, the district increased by 1.5% (64.2% - 65.7%) and the state by 2.3% (57.9% - 60.2%). Armwood's percentage of students who completed at least one AP or Dual Enrollment course increased from 36.4% to 42.4% over a three period. The percentage of students enrolled in Algebra I or equivalent prior to 9th grade has increased from 34.5% to 39.2%.

Strategies for Improving Student Readiness for Postsecondary

District-Level

The Career and Technical Education (CTE) Department provides our counselors with a binder and data base of the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions. Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- **Hi-Tec Trek** Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities. Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Specifically at Armwood High School, students may participate in the following:

- College Visits Various college representatives visit Armwood to share information about their specific colleges or universities with students.
- ASVAB Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Hi-Tec Centers Field Trip Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night All seniors are encouraged to attend senior night, where they receive their senior handbook and the counselors share valuable information about their senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night juniors and their parents are given their Junior Handbooks and important information about testing and senior year is shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night District offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework provided to graduation.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

1. FCAT 2.0: Students		1.1		1.1	1.11.1.	
scoring proficient in		Reading teachers will			3x per year	
reading (Level 3-5).					- FAIR	
reading (Level 3-3).	1 0		Principal, Reading	and use this knowledge to drive future		
		to incorporate	Coach, Instructional	instruction.	D : 4 G 1:	
		strategic reading	Coaches		During the Grading	
	Time/Pacing	practices		system data to calculate their students' progress towards their PLC and/or	Period - Common assessments	
	Content structure		How Sign In sheets for		(pre, post, mid, section,	
			trainings, classroom		end of unit, intervention	
		content through PLCs			checks)	
		content unough i Ees	Observation form	linary radar progress to wards mastery.	checks)	
		Teacher implement		PLC level:		
		strategic reading		PLC's calculate the average unit		
		practices into their		assessment score for all their students		
		lessons/content		across the PLC per class/course		
		D 12 / 1 / 21		PLCS's discuss how to report and		
		Reading teachers will		share the data with the Leadership		
		assist, support and provide feedback to		Team. Data is used to identify effective		
		different content area		higher order activities in future		
		teachers		lessons.		
		teachers		lessons.		
				Leadership Team Level:		
				PLC Facilitator / Department Heads		
				will share data with the Leadership		
				Team.		
- 4 4.111						
Reading Goal #1:		2013 Expected Level				
l	Level of Performance:*	of Performance:*				
in grades 7-10, the percentage	renormance:*					
of Standard Curriculum students						
scoring a Level 3 or higher on the 2012 FCAT Reading will increase						
from 34% to 37%.						
110111 54/0 to 5//0.						
	34%	37%				
	J4 70	J / 70				
	(205)	(223)				
	(200)					

			i		i	
	.2	1.2	1.2	1.2	1.2	
	eachers are			Teacher Level:		
	nfamiliar with	of this	APC, Department Heads, Principal,		2-3x Per Year	
	dentifying and/or		Reading Coach, Instructional Coaches		FAIR Data	
w	riting higher order	strengthen		citing/using specific		
l qu	uestioning lessons			evidence of learning and		
ai	nd assessments.	curriculum.	Sign In sheets for trainings, classroom	use this knowledge to		
				drive future instruction.		
		reading		Teachers maintain their	During Grading Period	
		comprehe		assessments in the on-line	Mini Assessments	
		nsion will		grading system.		
		improve		Teachers use the on-line		
		through		grading system data to		
		the use of		calculate the average unit		
		integrating		assessment score for all		
		reading		their students per class/		
		across the		course.		
		curriculum		Teachers chart their		
		Curriculum		students' individual		
		Action Steps		progress towards mastery.		
		Reading teachers will		ny a l		
		work with curricular		PLC level:		
		PLCs to plan reading		PLC's calculate the		
		strategies geared to target		average unit assessment		
		content relevant issues.		score for all their students		
		content reterant loodes.		across the PLC per class/		
		Reading teachers will		course		
		work with various		PLCS's discuss how		
		curricular PLCs to plan		to report and share the		
		lessons that implement		data with the Leadership		
		specific scaffolding		Team.		
	ľ	activities that are		Data is used to identify		
				effective higher order		
		essential for successful		activities in future		
	l	higher order thinking		lessons.		
		TD 1				
		Teachers participate in		Leadership Team Level:		
		modeling, co-teaching,		PLC Facilitator /		
		and demonstration		Department Heads will		
		classrooms to implement		share data with the		
		structures to engage		Leadership Team.		
		students in "student		Leadership ream.		
		accountable talk" to				
	ļ	show, tell, explain, and				
		prove reasoning during				
		modeled instruction and				
		guided practice.				
	ľ	Cr				
	ı					

I L.	, , ,	1.2	1.2	1.2	1. 2	
1.3			1.3	1.3	1.3	
	ontent area teachers				2-3x Per Year	
					FAIR Data	
			Reading Coach, Instructional Coaches		Semester Exams	
imj		Students' reading		citing/using specific		
and	d writing			evidence of learning and		
	_	improve through the use	Sign In sheets for trainings, classroom	use this knowledge to		
		of implementing reading	walk-throughs, Observation Forms	drive future instruction.		
		strategies and writing in	9	Teachers maintain their	During Grading Period	
		all content area classes.		assessments in the on-line	Mini Assessments	
				grading system.		
		Action Steps		Teachers use the on-line		
		AVID and/or		grading system data to		
		Spring site team		calculate the average unit		
		organizes professional		assessment score for all		
		development and		their students per class/		
		usage of reading and		-		
		writing as well as		course. Teachers chart their		
		use of higher order		students' individual		
		thinking at the school		progress towards mastery.		
		site. As a Professional				
		Development activity,		PLC level:		
		teachers attend the		PLC's calculate the		
		training.		average unit assessment		
		As a Professional		score for all their students		
		Development		across the PLC per class/		
		activity, teachers		course		
	,	visit Demonstration		PLCS's discuss how		
		classrooms that		to report and share the		
		showcase effective use		data with the Leadership		
		of implementing reading		Team.		
		and writing.		Data is used to identify		
		As a Professional		effective higher order		
		Development activity		activities in future		
		in their PLCs, teachers		lessons.		
		spend time sharing,				
		researching, teaching,		Leadership Team Level:		
		and modeling how to		PLC Facilitator /		
		implement reading		Department Heads will		
		and writing in their		share data with the		
		lessons. In addition,		Leadership Team.		
		PLCs collaborate with		Leadership Team.		
		LA Springboard teachers				
		and AVID teachers to				
		enhance their skill level.				
		ennance their skill level.				

2.1. Teachers at varying levels of implementation of strategic shared reading. Levels 4 or 5 in reading- Action Steps Provide profession and development in the process of implementation of strategic shared reading in core academic areas. Teachers provide strategic shared reading to targeted students. Provide profession and development in the process of implementation of implementatio	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	
1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check	scoring Achievement Levels 4 or 5 in reading.	Teachers at varying levels of implementation of strategic shared reading.	To strengthen the core curriculum. Action Steps Provide professional development in the process of implementing strategic shared reading in core academic areas. Teachers provide strategic shared reading to targeted	Who APC, Department Heads, Principal, Reading Coach, Instructional Coaches How Sign In sheets for trainings, classroom walk-throughs, observation form	Teacher Level: Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. Teachers maintain their assessments in the on-line grading system. Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. Teachers chart their students' individual progress towards mastery. PLC level: PLC level: PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons. Leadership Team Level: PLC Facilitator / Department Heads will share data with the Leadership Team. Ist Grading Period Check 2nd Grading Period Check	2-3x Per Year Fair Data Semester Exams During Grading Period	

Reading Goal #2:		2013 Expected Level of Performance:*			
In grades 9-10, the percentage of Standard Curriculum students	Performance:*				
scoring a Level 4 or higher on the 2012 FCAT Reading will increase					
from 13% to 15 %.					
	13%	16%			
	(91)	(109)			

	2.2.	2.2.	2.2.	2.2.	2.2.	İ
					2.2. 2.2. D. W	
	Content area teachers		Who	Teacher Level:	2-3x Per Year	
	lack knowledge of	strategy is to strengthen	APC, Department Heads, Principal,	Teachers reflect on	Fair Data_	
			Reading Coach, Instructional Coaches		Semester Exams	
		Students' reading		citing/using specific		
	and writing	comprehension will		evidence of learning and		
		improve through the use	Sign In sheets for trainings, classroom	use this knowledge to		
				drive future instruction.		
		strategies and writing in			During Grading Period	
		all content area classes.		assessments in the on-line		
				grading system.		
				Teachers use the on-line		
		Action Steps		grading system data to		
		AVID and/or		calculate the average unit		
		Spring site team		assessment score for all		
		organizes professional		their students per class/		
		development and		course.		
		usage of reading and		Teachers chart their		
		writing as well as		students' individual		
		use of higher order		progress towards mastery.		
		thinking at the school				
		site. As a Professional		PLC level:		
		Development activity,		PLC's calculate the		
		teachers attend the		average unit assessment		
		training.		score for all their students		
		As a Professional		across the PLC per class/		
		Development		course		
		activity, teachers		PLCS's discuss how		
		visit Demonstration		to report and share the		
		classrooms that		data with the Leadership		
		showcase effective use		Team.		
		of implementing reading		Data is used to identify		
		and writing.		effective higher order		
		As a Professional		activities in future		
		Development activity				
				lessons.		
		in their PLCs, teachers		Leadership Team Level:		
		spend time sharing,		PLC Facilitator /		
		researching, teaching,				
		and modeling how to		Department Heads will		
		implement reading		share data with the		
		and writing in their		Leadership Team.		
		lessons. In addition,				
		PLCs collaborate with				
		LA Springboard teachers				
		and AVID teachers to				
		enhance their skill level.				
		As a professional				
		development activity,				
		teachers will attend lunch				
		and learns focused on the				
TT:11 1 1 2012	ļ		ļ.	ļ.	Į	!

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				i -	
	school wide literacy plan	1			
	"Blueprint For Success"				
	FCAT 2.0 strands				
2.3	2.3	2.3	2.3	2.3	
Teachers are	The purpose	Who	Teacher Level:	2-3x Per Year	
unfamiliar with	of this	APC, Department Heads, Principal,	Teachers reflect on	Fair Data	
identifying and/or	strategy is to	Reading Coach, Instructional Coaches	lessons during the	Semester Exams	
writing higher orde			unit citing/using		
questioning lesson	the core	<u>How</u>	specific evidence of		
and assessments.	curriculum.	Sign In sheets for trainings, classroom	learning and use this		
	Student's	walk-throughs, observation forms	knowledge to drive future		
	reading	want unougho, coper varion round	instruction; maintain their		
	comprehe		assessments in the on-line		
	nsion will		grading system; use the	110000011101110	
	improve		on-line grading system		
	through		data to calculate the		
	the use of		average unit assessment		
	integrating		score for all their students		
	reading		per class/course; chart		
	across the		their students' individual		
	curriculum		progress towards mastery.		
	Curriculum		progress towards mastery.		
			DI C ll		
	Action Steps		PLC level: PLC's calculate the		
	Reading teachers will				
	work with curricular		average unit assessment		
	PLCs to plan reading		score for all their students		
	strategies geared to targe	t	across the PLC per class/		
	content relevant issues.		course		
	Reading teachers will		PLCS's discuss how		
	work with various		to report and share the		
	curricular PLCs to plan		data with the Leadership		
	lessons that implement		Team.		
	specific scaffolding		Data is used to identify		
	activities that are		effective higher order		
	essential for successful		activities in future		
	higher order thinking		lessons.		
	Teachers participate in		L		
	modeling, co-teaching,		Leadership Team Level:		
	and demonstration		PLC Facilitator /		
	classrooms to implement		Department Heads will		
	structures to engage	1	share data with the		
	students in "student		Leadership Team.		
	accountable talk" to				
	show, tell, explain, and				
	prove reasoning during				
	modeled instruction and				
	guided practice.	l			

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

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.		
students molving I coming	Teachers at	To strengthen the	Who	Teacher Level:	2-3x Per Year		
students making Learning	varying levels of			Teachers reflect on lessons during the			
	implementation				Semester Exams		
	of strategic shared	Action Steps		learning and use this knowledge to			
	reading.		Coaches	drive future instruction.			
	_	development in	<u>How</u>	Teachers maintain their assessments in			
		the process of	Sign In sheets for	the on-line grading system.			
					During Grading Period		
					Mini-Assessments		
				unit assessment score for all their			
		academic areas.		students per class/course.			
			First Nine Week Check	Teachers chart their students'			
		Teachers provide		individual progress towards mastery.			
			Second Nine Week	DV C.I. I		1	
				PLC level:		1	
		students.		PLC's calculate the average unit assessment score for all their students		1	
				across the PLC per class/course			
				PLCS's discuss how to report and share the data with the Leadership			
				Team.			
				Data is used to identify effective			
				higher order activities in future			
				lessons.			
				10330113.			
				Leadership Team Level:			
				PLC Facilitator / Department Heads			
				will share data with the Leadership			
				Team.			
						1	
						1	
				1st Grading Period Check		1	
						1	
						1	
				^{2nd} Grading Period Check		1	
						1	
						1	
				3 rd Grading Period Check		1	
						1	
						1	
						1	
			l			<u> </u>	

Reading Goal #3: In grades 9-10, All Curriculum students making learning gain points on the 2012 FCAT Reading will increase from 60 to 63 points.	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
		63 points			

	3 2	3.2.	3.2.	3 2	3.2.
	Cttt		Who	D.Z. TlII.	
	Content area teachers				2-3x Per Year
	C			Teachers reflect on lessons during the unit	
	how to successfully			5 - 5 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	Semester Exams
	implement reading and	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Instructional Coaches	and use this knowledge to drive future	
	writing	implementing reading strategies and		instruction.	
		writing in all content area classes.		Teachers maintain their assessments in the	
		Action Steps	<u>How</u>	on-line grading system.	
		AVID and/or Spring site team	Sign In sheets for	Teachers use the on-line grading system	During Grading
			trainings, classroom	data to calculate the average unit	Period
				assessment score for all their students per	Mini-Assessments
				class/course.	
		thinking at the school site; teachers	[,	Teachers chart their students' individual	
		visit Demonstration classrooms		progress towards mastery.	
			First Nine Week Check	progress towards mastery.	
		implementing reading and writing;		PLC level:	
				PLC's calculate the average unit	
			Check	assessment score for all their students	
		how to implement reading and writing		across the PLC per class/course	
		in their lessons. In addition, PLCs		PLCS's discuss how to report and share	
		collaborate with LA Springboard		the data with the Leadership Team.	
		teachers and AVID teachers to		Data is used to identify effective higher	
		enhance their skill level.		order activities in future lessons.	
		As a professional development			
		activity, teachers will attend lunch		Leadership Team Level:	
		and learns focused on the school wide		PLC Facilitator / Department Heads will	
		literacy plan "Blueprint For Success"		share data with the Leadership Team.	
		FCAT 2.0 strands		•	
		ı	L		

			3.3.	3.3.	3.3.	3.3.	3.3.
			Teachers are unfamiliar	The purpose of this	<u>Who</u>	Teacher Level:	2-3x Per Year
			with identifying and/	strategy is to strengthen the	APC, Department Heads,		Fair Data
			or writing higher order	core curriculum. Student's	Principal, Reading Coach,	See 3.2	Semester Exams
			questioning lessons and	reading comprehension	Instructional Coaches		
			assessments.	will improve through the		PLC level:	
				use of integrating reading	<u>How</u>		
				across the curriculum	Sign In sheets for	See 3.2	
					trainings, classroom		During Grading
					C ,	Leadership Team Level:	Period Period
					observation forms		Mini-Assessments
				strategies geared to target content		See 3.2	
				relevant issues.			
				Reading teachers will work with			
				various curricular PLCs to plan			
				lessons that implement specific			
				scaffolding activities that are essential			
				for successful higher order thinking			
				Teachers participate in modeling,			
				co-teaching, and demonstration			
				classrooms to implement structures			
				to engage students in "student			
				accountable talk" to show, tell,			
				explain, and prove reasoning during			
				modeled instruction and guided			
L				practice.			
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check S	tudent Evaluation Tool		

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

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
	Teachers at	To strengthen the core	Who		2-3x Per Year	
students in Lowest 25%	varying levels of			Teachers reflect on lessons during the		
making learning gains in	implementation	carricarani.	Principal, Reading		Curriculum Benchmark	
reading.		Action Steps			tests	
J g.	shared reading.			drive future instruction.		
			How	Teachers maintain their assessments in		
				the on-line grading system.		
			trainings, classroom	Teachers use the on-line grading		
					During Grading Period	
			observation forms	unit assessment score for all their		
		academic areas.		students per class/course.		
				Teachers chart their students'		
		Teachers provide		individual progress towards mastery.		
		strategic shared		r 18 121 11 11 11 11 11 11 11 11 11 11 11 11		
		reading to targeted		PLC level:		
		students.		PLC's calculate the average unit		
				assessment score for all their students		
				across the PLC per class/course		
				PLCS's discuss how to report and		
				share the data with the Leadership		
				Team.		
				Data is used to identify effective		
				higher order activities in future		
				lessons.		
				Leadership Team Level:		
				PLC Facilitator / Department Heads		
				will share data with the Leadership		
				Team.		
				1st Grading Period Check		
				2 nd Grading Period Check		
				l .		
				3 rd Grading Period Check		

		76 points			
	Level of Performance:*	2013 Expected Level of Performance:*			
Reading Goal #4:	2012 Current	2013 Expected Level			

4.2.	4.2.	4.2.	4.2.	4.2.	
Content area teachers		Who	4.2. Teacher Level:	4.2. 2-3x Per Year	
lack knowledge of		APC, Department Heads, Principal,	Teachers reflect on	FAIR,	
		Reading Coach, Instructional Coaches		Curriculum Benchmark tests	
	Students' reading		citing/using specific		
and writing	comprehension will		evidence of learning and		
	improve through the use		use this knowledge to		
		Sign In sheets for trainings, classroom			
		walk-throughs, Pop In Form,		During Grading Period	
	all content area classes.		assessments in the on-line		
	Action Steps		grading system.		
		First Nine Week Check	Teachers use the on-line		
	Spring site team		grading system data to		
			calculate the average unit		
	development and		assessment score for all		
	usage of reading and		their students per class/		
	writing as well as		course.		
	use of higher order		Teachers chart their		
	thinking at the school		students' individual		
	site. As a Professional		progress towards mastery.		
	Development activity,				
	teachers attend the		PLC level:		
	training.		PLC's calculate the		
	As a Professional		average unit assessment		
	Development		score for all their students		
	activity, teachers		across the PLC per class/		
	visit Demonstration		course		
	classrooms that		PLCS's discuss how		
	showcase effective use		to report and share the		
	of implementing reading		data with the Leadership		
	and writing.		Team.		
	As a Professional		Data is used to identify		
	Development activity		effective higher order		
	in their PLCs, teachers		activities in future		
	spend time sharing,		lessons.		
	researching, teaching,		10000110.		
	and modeling how to		Leadership Team Level:		
	implement reading		PLC Facilitator /		
	and writing in their		Department Heads will		
	lessons. In addition,		share data with the		
	PLCs collaborate with		Leadership Team.		
	LA Springboard teachers		Leadership ream.		
	and AVID teachers to				
	enhance their skill level.				
	As a professional				
	development activity,				
	teachers will attend lunch				
	and learns focused on the				
	school wide literacy plan				
	"Blueprint For Success"				

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		FCAT 2.0 strands				
	4.3	4.3.	4.3.	4.3.	4.3.	
]	Teachers are	The purpose			2-3x Per Year	
]	unfamiliar with	of this	APC, Department Heads, Principal,		FAIR,	
	identifying and/or		Reading Coach, Instructional Coaches		Curriculum Benchmark tests	
	writing higher order	strengthen		citing/using specific	Carron Bonomium toto	
	questioning lessons	the core		evidence of learning and		
	and assessments.		Sign In sheets for trainings, classroom	use this knowledge to		
	and assessments.	Student's		drive future instruction.		
		reading	waik-tilloughs, observation forms		During Grading Period	
		comprehe		assessments in the on-line		
		nsion will		grading system.		
		improve		Teachers use the on-line		
		through		grading system data to		
		the use of		calculate the average unit		
		integrating		assessment score for all		
		reading		their students per class/		
		across the		course.		
		curriculum		Teachers chart their		
		Curriculum		students' individual		
		Action Steps		progress towards mastery.		
		Reading teachers will		PLC level:		
		work with curricular		PLC's calculate the		
		PLCs to plan reading		average unit assessment		
		strategies geared to target		score for all their students		
		content relevant issues.		across the PLC per class/		
		Reading teachers will		course PLCS's discuss how		
		work with various		to report and share the		
		curricular PLCs to plan		data with the Leadership		
		lessons that implement				
		specific scaffolding		Team.		
		activities that are		Data is used to identify effective higher order		
		essential for successful		activities in future		
		higher order thinking				
		l		lessons.		
		Teachers participate in		Leadership Team Level:		
		modeling, co-teaching,		PLC Facilitator /		
		and demonstration		Department Heads will		
1		classrooms to implement		share data with the		
		structures to engage		Snare data with the Leadership Team.		
1		students in "student		Leaueisiiip Team.		
1		accountable talk" to				
		show, tell, explain, and				
		prove reasoning during				
1		modeled instruction and				
1		guided practice.				
·		<u>. </u>				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5. Ambitious but Achievable	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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, & 4	5A.1.	5A.1.	5A.1.		
In grades 9-10, % of the following All Curriculum student subgroups will score a Level 3 or higher on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Black:21% Hispanic:	White: 46% Black: 24% Hispanic: 35%					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically	5B.1.				5B.1.	
Disadvantaged students not	Teachers		Who	Teacher Level:	2-3x Per Year	
making satisfactory progress	at varying			Teachers reflect on lessons during the	FAIR Data	
	levels of implementation		Principal, Teachers	unit citing/using specific evidence of learning and use this knowledge to		
	of Differentiated			drive future instruction.		
	instruction(with		How	Teachers maintain their assessments in		
	the low			the on-line grading system.		
	performing	data, classroom			During Nine Weeks	
		assessments,	walk-throughs, Pop In	F3	Mini Assessments	
					Semester Exams	
		performance,		students per class/course.		
		PLCs determine		Teachers chart their students'		
		for teaching	First Nine Week Check	individual progress towards mastery.		
			Second Nine Week	PLC level:		
				PLC's calculate the average unit		
		integrating weekly		assessment score for all their students		
		reading strategies		across the PLC per class/course		
		into the core		PLCS's discuss how to report and		
		curriculum.		share the data with the Leadership		
				Team.		
		Provide		Data is used to identify effective		
		instructional development in		higher order activities in future lessons.		
		the process of		lessons.		
		implementing		Leadership Team Level:		
		differentiated		PLC Facilitator / Department Heads		
		instruction in core		will share data with the Leadership		
		academic areas.		Team.		
		Teachers provide		First Nine Week Check		
		differentiated				
		instruction to targeted students.		Second Nine Week Check		
		angeica students.		GCCORG TVIRIC WCCK CHECK		
		Provide CRISS and				
		other trainings.				
		,				

Reading Goal #5B: In grades 9-10, % Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	28%	31%				
•	(166)	(184)				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5C.1.	5C.1.	5C.1.	5C.1.	
Reading Goal #5C: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	NA				

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

	Icn 1	ED 1	len 1	CD 1	ED 1	
5D. Students with Disabilities	SD.1.	5D.1.	5D.1.		5D.1.	
(SWD) not making		SWD student	Who		2-3x Per Year	
satisfactory progress in		achievement	APC, Department Heads, Principal, ESE	Teachers reflect on lessons during the		
reading.				unit citing/using specific evidence of learning and use this knowledge to		
reading.	implementation of differentiated		Specialist, Teachers	drive future instruction.		
	instruction(with			Teachers maintain their assessments in		
			Цом		During the Grading	
		goals, strategies,	How Sign In sheets for	Teachers use the on-line grading	Period	
		modifications, and	trainings, classroom	system data to calculate the average	Core curriculum end	
	students)		walk-throughs, Pop In		of core common unit/	
		Throughout the	Form,		segment tests with data	
		school year,	l'onn,		aggregated for SWD	
		teachers of SWD			performance	
		review students'		limary radian progress to wards mastery.	perrormanee	
		IEPs to ensure		PLC level:		
		that IEPs are		PLC's calculate the average unit		
		implemented		assessment score for all their students		
		consistently and		across the PLC per class/course		
		with fidelity.		PLCS's discuss how to report and		
		Teachers (both		share the data with the Leadership		
		individually and		Team.		
		in PLCs) work		Data is used to identify effective		
		to improve upon		higher order activities in future		
		both individually		lessons.		
		and collectively,				
		the ability to		<u>Leadership Team Level:</u>		
		effectively		PLC Facilitator / Department Heads		
		implement IEP/		will share data with the Leadership		
		SWD strategies		Team.		
		and modifications				
		into lessons.				
		Action Steps				
		Based on FCAT				
		data, classroom				
		assessments,				
		and student				
		performance,				
		PLCs determine guarterly calendar				
		for teaching				
		essential skills				
		with a focus on				
		integrating weekly				
		reading strategies				
		into the core				
		curriculum.				
		Curroundin.				
		Provide				

Reading Goal #5D: In grades 9-10, SWD standard curriculum students will score a Level 3 or above on the 2012 FCAT Reading Test or the percentage of non-proficient students will decrease by 3% in 2012.	2012 Current Level of Performance:*	instructional development in the process of implementing differentiated instruction in core academic areas. Teachers provide differentiated instruction to targeted students. Provide CRISS and other trainings. 2013 Expected Level of Performance:*			
		(28)			

5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	1
Teachers at		Who	Teacher Level:	During the Grading Period	
varying levels of	curriculum	APC, Department Heads, ESE	Teachers reflect on	Core curriculum end of core common	
integrating Critical	Curriculum	Specialist, Principal	lessons during the unit	unit/ segment tests with data aggregated	
	Action Steps		citing/using specific	for SWD performance	
	Based on FCAT data,			loi SWD performance	
their classrooms			evidence of learning and		
	classroom assessments,	HOW	use this knowledge to		
		Sign In sheets for trainings, classroom	drive future instruction.		
	PLCs determine	walk-throughs, Pop In Form,	Teachers maintain their		
	quarterly calendar		assessments in the on-line		
	for teaching essential		grading system.		
	skills with a focus on		Teachers use the on-line		
	integrating weekly		grading system data to		
	reading strategies into		calculate the average unit		
	the core curriculum.		assessment score for all		
			their students per class/		
	Provide instructional		course.		
	development in the		Teachers chart their		
	process of implementing		students' individual		
	differentiated instruction		progress towards mastery.		
	in core academic areas.				
			PLC level:		
	Teachers provide		PLC's calculate the		
	differentiated instruction		average unit assessment		
	to targeted students.		score for all their students		
			across the PLC per class/		
	Provide CRISS and other		course		
	trainings.		PLCS's discuss how		
	~		to report and share the		
			data with the Leadership		
			Team.		
			Data is used to identify		
			effective higher order		
			activities in future		
			lessons.		
			Leadership Team Level:		
			PLC Facilitator /		
			Department Heads will		
			share data with the		
			Leadership Team.		
	I	<u>l</u>	Leadership ream.	ļ.	<u> </u>

Reading Professional Development

Professional			
Development			

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Grades 9- 10	-Reading Coach -Subject Area Leaders and/or course-specific Facilitators	-All teachers school-wide -PLCs	- Early Release: Ongoing	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Principal and Administrative Team
Critical Reading Skills	Grades 9- 10	· · · · · j · · · · · · · · · · · · · ·	-All teachers school-wide -PLCs			Principal and Administrative Team

End of Reading Goals

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

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

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

Alg1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
proficient in Algebra	Lack of student		<u>Who</u>	Teacher Level	2-3x Per Year	
	experience			Review weekly FCAT focus	Semester Exams, mini	
(Levels 3-5).			Principal, Teachers, Math		assessments, formative	
	computer	mini assessments	Resource	Teachers reflect on lessons	test	
		and formative	L	during the unit citing/using		
			How DDG	specific evidence of learning		
				and use this knowledge to drive		
		Action Steps: Scheduling classes	walk throughs, observation form	future instruction; maintain their assessments in the on-		
		into labs to take	observation form	line grading system and use		
		mini assessments on		the on-line grading system	During Grading Period	
		computers		data to calculate the average	mini assessments,	
		Computers		unit assessment score for all	formative test	
				their students per class/course;		
				chart their students' individual		
				progress towards mastery.		
				PLC level:		
				PLC's calculate the average unit		
				assessment score for all their		
				students across the PLC per		
				class/course and discuss how to		
				report and share the data with		
				the Leadership Team. Data is used to identify effective		
				higher order activities in future		
				lessons.		
				Leadership Team Level:		
				PLC Facilitator /Department		
				Heads will share data with the		
				Leadership Team.		
				let C I: D : LCI I		
				1st Grading Period Check		
				2 nd Grading Period Check		
				3 rd Grading Period Check		

Algebra Goal #1:		2013 Expected Level of Performance:*			
The percentage of students scoring a Level 3 or higher on the 2012Algebra EOC will increase from 17% to 20%.	Performance:*	on renommance.			
	17%	20%			
	(57)	(67)			

1.2.	1.2.	1.2.	1.2.	1.2.
		Who		2x per vear
levels with the FCIM		Department Head, APC,		District Baseline and Mid-
model through Florida		Principal, Teachers, Math	assessment data.	Year Testing
		Resource	For the mini-assessments, PLCs	Teal Testing
Acineves		Resource		
T 1 , 1	teachers using the FCIM		will monitor the improvement of	
	strategy on identified tested		students	g , F
	benchmarks (typically done	How	PLCs will review evaluation data.	Semester Exams
consistent across math		PLC logs turned into	PLC facilitator will share data	
classes.	class).	administration and feedback	with the resource teacher covered	
		is provided.		-Benchmark mini assessments
	Action Steps			-Unit and/or Segment
to learn how to implement		Classroom walk-throughs		assessments
effective PLCs		observing this strategy.		
	classroom assessments and			
I	student performance, PLCs	Evidence of strategy in		
		teachers' lesson plans seen		
	benchmarks for their students	during administration walk-		
	that need reinforcement and/or	throughs.		
	remediation.			
	Based on the data, PLCs	PLC calendars/timeline/ logs		
	develop projected timeline/	of targeted skills reviewed		
	calendar for re-teaching the	by the administration and/or		
	essential skills and/or standards	Math Resource.		
	covered in the core curriculum.			
	Teachers bring assessment data			
	back to the PLCs.			
	As a Professional Development			
	activity in their PLCs, teachers			
	use the mini assessment data			
	and classroom assessments to			
	adjust the timeline/calendar.			
	Based on mini assessment			
	data, skills are moved to a			
	maintenance or re-teaching			
	schedule.			
I	As a PLC, teachers develop a		l	
I	school-based assessment that		l	
	covers all mini lesson skills			
	taught within the nine week			
	period or the teachers may			
	choose to use a unit or semester			
	test and identify the specific			
	skills).			
	PLCs record their work in logs.	l .	l .	

1.2	11.2	1.2	l _{1 2}	1.2
1.3.		1.3.	1.3.	1.3.
		Who	Teacher Level:	2x per year
		Department Head, APC,		District Baseline and Mid-
		Principal, Teachers, Math	during the unit citing/using	Year Testing
		Resource	specific evidence of learning and	
	participation in Costas Level		use this knowledge to drive future	Semester Exams
	Questioning (input, process, and		instruction.	
		How		During the nine weeks
	be increased use of higher level		assessments in the on-line	
		through form (see IDEAS	grading system.	-College Board Rigor walk-
	questions for both teachers and	AVID World Icon).	Teachers use the on-line grading	through form (for student
	students.		system data to calculate the	data). This form demonstrates
		Use the forms to compute	average unit assessment score for	
		percentage of higher level	all their students per class/course.	and higher levels of learning.
	College Board Rigor form from		Teachers chart their students'	
		improvement/growth	individual progress towards	
	to determine data for 1) student		mastery.	
		HCPS Informal Observation		
	vs. lower level questions and	(EET tool).	PLC level:	
	2) teacher use of higher level		PLCs examine student data from	
	questions vs. lower level		the Costas questioning experience	
	questions.			
	As a professional development		PLC's calculate the average unit	
	activity, PLCs study Costas		assessment score for all their	
	Level Questioning techniques.		students across the PLC per class/	
	Teachers implement lessons		course	
	using Costas Level Questioning.		PLCS's discuss how to report	
	Teachers assess students by		and share the data with the	
	having them identify and create		Leadership Team.	
	different levels of questions.		Data is used to identify effective	
	Teachers bring student work		higher order activities in future	
	and/or assessments to PLCs.		lessons.	
	As a professional development			
	activity, PLCs use the data to		Leadership Team Level:	
	discuss techniques that were		PLC Facilitator /Department	
	successful.		Heads will share data with the	
	PLCs record their work on the		Leadership Team.	
	PLC logs.		Leadership Team.	
	1 20 1080.			
	ŀ	L	L	I

Ī1	4	1.4	1.4	1.4	1.4
				PLC level:	2-3x Per Year
		strategy is to strengthen the core			District Baseline/Formative
				assessments and chart the	and Mid-Year Testing
				increase in the number of	and wife four resumg
		use of technology and hands-on			Semester Exams
				mastery on units of instruction.	Semester Exams
					During the Grading Period
		As a Professional Development		assessment score for all their	-Chapter Tests
			is provided.	students across the PLC per class/	
		spend time sharing.		course	assessments
l"	icti vities			PLCS's discuss how to report	assessments
		As a Professional Development		and share the data with the	
		activity, teachers use data to	cost ing this strategy.	Leadership Team.	
			Evidence of strategy in	Data is used to identify effective	
			teachers' lesson plans seen	higher order activities in future	
			during administration walk-	lessons.	
			throughs.	ressoris.	
		problem-solving process to		Teacher Level:	
		determine next steps of planning			
				during the unit citing/using	
				specific evidence of learning and	
				use this knowledge to drive future	
		PLCs record their work in the		instruction.	
		PLC logs.	EET formal observations	Teachers maintain their	
		č	(Admin and Peer/Mentor)	assessments in the on-line	
			,	grading system.	
				Teachers use the on-line grading	
			observation(Admin and Peer/		
				average unit assessment score for	
				all their students per class/course.	
				Teachers chart their students'	
			by math coaches	individual progress towards	
				mastery.	
				-	
				Leadership Team Level:	
				PLC Facilitator / Department	
				Heads will share data with the	
				Leadership Team.	
				•	
<u> </u>					•

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

Alg2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.	
Achievement Levels 4 or 5	Lack of student	Provide time for	<u>Who</u>		2-3x Per Year	
in Almahma	e.ipeiieiee			Teachers reflect on lessons	Semester Exams, mini	
			Principal, Teachers, Math	during the unit citing/using	assessments, formative test	
	computer	mini assessments and formative	Instructional Resource	specific evidence of learning and use this knowledge to drive		
				future instruction.		
		assessificitis.		Teachers maintain their		
		Action Steps:		assessments in the on-line		
					During Grading Period	
		into labs to take		Teachers use the on-line grading	mini assessments, formative	
		mini assessments on		system data to calculate the	test	
		computers	1st Grading Period Check	average unit assessment score		
				for all their students per class/		
			and Gradina Pariod Cheek	course. Teachers chart their students'		
	I			individual progress towards		
				mastery.		
			3 rd Grading Period Check			
			_	PLC level:		
				PLC's calculate the average unit		
				assessment score for all their		
				students across the PLC per		
				class/course PLCS's discuss how to report		
				and share the data with the		
				Leadership Team.		
				Data is used to identify effective		
				higher order activities in future		
				lessons.		
				Leadership Team Level:		
				PLC Facilitator / Department		
				Heads will share data with the		
				Leadership Team.		
	1			1st Grading Period Check		
				l vissing 2 error erreen		
				2 nd Grading Period Check		
	1			3 rd Grading Period Check		
	1					

Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2012Algebra EOC will increase from 0% to 3%.		2013 Expected Level of Performance:*			
	1	3% (10)			

h 2	h a	h a	In the second	12	2.2	
2.2.	2.2.	2.2.			2.2.	
	ners do not Tier 1 – The p		1		2x per year	
1 5	arly incorporate of this strategy				District Baseline and Mid-Year	
	priate higher strengthen the				Testing	
	questioning curriculum. St			specific evidence of learning		
	iques into a math skills wil				Semester Exams	
daily l	lesson. through partici	ipation in	d	drive future instruction.		
	Costas Level (Questioning	7	Teachers maintain their	During the nine weeks	
	(input, process	s, and <u>How</u>	a	assessments in the on-line	_	
	output). As a		d Rigor walk-	grading system.	-College Board Rigor walk-	
	will be increas				through form (for student data).	
	higher level qu			grading system data to	This form demonstrates students'	
	versus lower le				use of vocabulary and higher	
		ooth teachers Use the forms		assessment score for all their		
	and students.	percentage of		students per class/course.	evels of learning.	
	and students.	vs. lower level		Teachers chart their students'		
	Action Steps	improvement/s		ndividual progress towards		
	The school use			nastery.		
	year's College			iiastei y.		
		Board EET Informat		N. C.L. I		
	Rigor form fro			PLC level:		
	representative	waik- strategies. Thi	is walk-through	PLC's calculate the average		
	throughs to de			init assessment score for all		
	data for 1) stud			heir students across the PLC		
	higher level qu			per class/course		
	lower level qu			PLCS's discuss how to report		
	2) teacher use			and share the data with the		
	level questions			Leadership Team.		
	level questions	s. reviewed every		Data is used to identify		
	L			effective higher order		
	Principal plani			activities in future lessons.		
	planning traini	ng for site.		PLCs examine student data		
				from the Costas questioning		
	As a professio		e	experiences.		
	development a					
	PLCs study Co					
	Questioning te	chniques.				
		-	l l	Leadership Team Level:		
	Teachers imple	ement		PLC Facilitator /Department		
	lessons using 0	Costas Level		Heads will share data		
	Questioning.			with the Problem Solving		
	l` s			Leadership Team.		
	Teachers asses	s students				
	by having then					
	and create diff	erent levels				
	of questions.					
	[5-4-580015.					
	Teachers bring	student				
	work and/or as					
	to PLCs.					
	101103.					

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

As a professional development activity, PLCs use the data to discuss techniques that were successful.	
PLCs record their work on the PLC logs.	

2.3 2.3 2.3 2.3 2.3	
-Teachers at varying skills Tier 1 – The purpose of this Who Teacher Level: 2x per year	
levels with the FCIM strategy is to strengthen the Department Heads, APC, Teachers reflect on lessons during District Baseline	and Mid-
model through Florida core curriculum. Students' math Principal, Teachers, Math the unit citing/using specific Year Testing	
Achieves skills will improve through Instructional Resource evidence of learning and use	
teachers using the FCIM this knowledge to drive future -BOY test	
Teachers' implementation strategy on identified tested instructionMYT tests	
of the FCIM model is not benchmarks (typically done Teachers maintain their -EOY test	
consistent across math during the first 10 minutes of How assessments in the on-line grading	
classes. class). PLC logs turned into system. Semester Exams	
administration and feedback Teachers use the on-line grading	
Need additional training Action Steps is provided. system data to calculate the During the Nine	
to learn how to implement Through data analysis of average unit assessment score for Benchmark min	i assessments
effective PLCs FCAT, baseline data, District Classroom walk-throughs all their students per class/course. Unit and/or Seg	ment
Formative assessments, observing this strategy. Teachers chart their students' assessments	
classroom assessments and individual progress towards - School-generat	ed nine week
student performance, PLCs Evidence of strategy in mastery. assessment of all	
identify essential tested teachers' lesson plans seen skills covered du	ring the nine
benchmarks for their students during administration walk- PLC level; weeks.	C
that need reinforcement and/or throughs. PLC's calculate the average unit	
remediation. assessment score for all their	
Another fidelity tool will students across the PLC per class/	
Teachers identify and/or be the PLC calendars/ course	
develop mini lessons and mini timeline/ logs of targeted PLCS's discuss how to report and	
assessments for benchmarks. skills reviewed by the share the data with the Leadership	
PLCs use Florida Achieves mini administration and/or Math Team.	
assessments Resource Data is used to identify effective	
higher order activities in future	
Teachers implement the mini lessons.	
lessons and mini assessments.	
Leadership Team Level:	
Teachers bring assessment data Teachers bring assessment data PLC Facilitator / Department	
back to the PLCs. Heads will share data with the	
Leadership Team.	
Teachers use the mini	
assessment data and classroom	
assessments to adjust the	
timeline/calendar. Based on	
mini assessment data, skills are	
moved to a maintenance or re-	
teaching schedule.	
leacting screedic.	

b.	h .	4	2.4	2.4	2.4
2.4	2.4				2.4
					2-3x Per Year
and daily use		rategy is to strengthen the core		Teachers reflect on lessons during	
				the unit citing/using specific	and Mid-Year Testing
environment				evidence of learning and use	
	us	se of technology and hands-		this knowledge to drive future	Semester Exams
Teacher lack	of training in on	n activities to implement the		instruction.	
hands-on & c	collaborative Co	ommon Core State Standards.	How Monitored	Teachers maintain their	During the Grading Period
learning activ				assessments in the on-line grading	-Chapter Tests
				system.	-Benchmark FCIM mini
		s a Professional Development			assessments
		ctivity in their PLCs, teachers		system data to calculate the	
		pend time sharing, researching,		average unit assessment score for	
				all their students per class/course.	
		echnology and hands-on		Teachers chart their students'	
				individual progress towards	
	311			mastery.	
	DI		during administration walk-	mastery.	
				PLC level:	
		acorporating strategies from		PLC's calculate the average unit	
	tne	neir PLC discussions.		assessment score for all their	
			` /	students across the PLC per class/	
		eachers bring assessment data		course	
	ba			PLCS's discuss how to report and	
				share the data with the Leadership	
		s a Professional Development		Team.	
		ctivity, teachers use data to		Data is used to identify effective	
	dis			higher order activities in future	
	efi		through form which includes		
			the school's SIP strategies.	PLCs will review unit	
		ased on data, PLCs use the		assessments and chart the	
		roblem-solving process to		increase in the number of students	
		etermine next steps of planning		reaching at least 80% mastery on	
		echnology and hands-on		units of instruction.	
		rategies.			
	[·	<u> </u>		Leadership Team Level:	
	Pī	LCs record their work in the		PLC Facilitator / Department	
		LC logs.		Heads will share data with the	
	[]			Leadership Team.	
				Leader Ship Team.	
End of Alachua FOC Coals					
End of Algebra EOC Goals					

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or						
PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	9-12		Math Departmental and course- specific PLCs	•	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	9-12		Math Departmental and course- specific PLCs	After the administration of the test	PLC logs	APC

Writing/Language Arts Goals

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

		1	L	I		
1. Students scoring	Not all teachers	Students' use of	Who	See "Check" & "Act" action	-Student monthly	
at Achievement	know how to plan	mode-specific	Principal	steps in the strategies column	demand writes/	
Level 3.0 or higher	and execute writing	writing will	APC		formative assessments	
		improve through	SAL		-Student daily drafts	
in writing.	on mode-based	use of Writers'	Writing Coach		-Student revisions	
	writing.	Workshop/daily	L		-Student portfolios	
	X . 11 . 1	instruction with	District (Writing Team,		Foldacii portionos	
	Not all teachers	a focus on mode-	Supervisors, Writing			
	know how to review	specific writing.	Resources, Academic Coaches,			
	student writing to		and DRTs)			
	determine trends and	Based on baseline	II Mit I			
	needs in order to drive instruction.	data, PLCs write	How Monitored PLC logs			
	drive instruction.	SMART goals	Classroom walk-throughs			
	All teachers need	for each Grading	Observation Form			
	training to score	Period. (For	Conferencing while writing			
	student writing	example, during	walk-through tool (for			
	accurately during	the first Grading	coaches)			
	the 2012-2013	Period, 50% of the	couches)			
	school year using	students will score				
	information provided					
	by the state.	end-of-the Grading				
		Period writing				
		prompt.)				
		1 /				
		Plan:				
		Professional				
		Development for				
		updated rubric				
		courses				
		Professional				
		Development				
		for instructional				
		delivery of mode-				
		specific writing				
		Training to				
		facilitate data-				
		driven PLCs				
		Using data to identify trends and				
		drive instruction				
		Lesson planning				
		based on the needs				
		of students				
		- stadents				
		Do:				
		Daily/ongoing				
		models and				
		application of				
		appropriate mode-		I		

	specific writing based on teaching		
	based on teaching		
	points		
	Doily/ongoing		
	Daily/ongoing		
	conferencing		
	Check:		
	Review of daily		
	drafts and scoring		
	urans and scoring		
	monthly demand		
	writes		
	PLC discussions		
	and analysis of		
	student writing to		
	determine trends		
	and needs		
	and needs		
	Act: Receive additional		
	Receive additional		
	professional		
	development in		
	areas of need		
	Seek additional		
	professional		
	knowledge through book studies/		
	book studies/		
	research		
	Spread the use of		
	effective practices		
	across the school		
	based on evidence		
	shown in the best		
	prosting of others		
	practice of others		
	Use what is learned		
į į	to begin the cycle		
	again, revise as		
l l	needed, increase		
	scale if possible,		
	etc.		
	Dlan angoing		
	Plan ongoing monitoring of the		
	monitoring of the		
	solution(s)		

Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2012 FCAT Writes will increase from 80% to 83%.	of Performance:*	2013 Expected Level of Performance:*			
	80% (253)	83% (262)			

1.2.	1.2	1.2	1.2.	1.2.	
		1.2.			
Improve the		Who	Teacher Level	During the Grading Period	
teaching of reading		Principal	Teachers reflect on	Common assessments (pre, post,	
skills of Language	speaking skills improves	AP		mid, section, end of unit)	
Arts teachers.	through engagement in college		this knowledge to drive		
Become more	and career preparatory lessons/		future instruction.		
		PLC facilitators of like grades	Teachers maintain their		
and teaching	high levels of thinking.	and/or like courses	assessments in the on-		
Springboard			line grading system.		
lessons.	Action Steps	How	Teachers use the on-line		
	Within PLCs	PLCS turn their logs into	grading system data to		
	Before the unit	administration and/or coach after	calculate their students'		
	Create norms.		progress towards the		
	Unpack an assessment and		development of their		
	rubric.	logs.	individual/PLC SMART		
		Administrators and coaches	Goal.		
			PLC Level		
		Progress of PLCs discussed at	Using the individual		
		Leadership Team	teacher data, PLCs		
	students. (What pre-assessment		calculate the SMART		
	students. (what pre-assessment				
	will we all use?)	of PLC visits with staff on a	goal data across all		
		3	classes/courses.		
	teachers will use to assess		PLCs reflect on lesson		
		looking for implementation	outcomes and data		
		of strategy with fidelity and	used to drive future		
	Reflect on barriers and		instruction.		
	successes from the year before.		For each class/course,		
			PLCs chart their overall		
	exemplars (previous students'	data school-wide and shares with			
	assessments if available).	staff the progress of strategy	SMART Goal.		
		implementation monthly.	Leadership Team Level		
	determine the pacing for the		PLC facilitator /		
	unit.	positive outcomes observed in	Department Heads shares		
			SMART Goal data with		
	terminology to use with		the Leadership Team.		
	students and during PLC		Data is used to drive		
	discussions.		teacher support and		
	Look at the grammar		student supplemental		
	instruction opportunities		instruction.		
	provided in the unit and				
	determine their potential usage.				
	Decide on which vocabulary				
	terms need to be taught during				
	the unit.				
	Discuss the student's				
	curriculum checklist.				
	Determine how the PLC				
	would like to grade the				
	assessments in order for there				
	to be consistency among grade				
H-11 1 2012	to be consistency among grade				

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levels.
During the unit
Determine:
N/Let i moraline?
What is working?
Is there a need to enrich the
instruction? How?
What isn't working?
Is there a need to supplement the
instruction? How?
Are the needs of our ELL/SWD
being met?
How can civics be added into
instruction?
Is there a need for a
demonstration classroom and/or
teacher swap?
Conduct a pacing check.
Bring anchor activities (artifacts)
to assess student understanding
Discuss effective student
placement (If plausible discuss
how classroom environment
might help a student that is
might like in a student that is
struggling in a class. Could a
change of class period or teacher
help?)
Plan strategies to differentiate.
Plan higher order thinking
questions.
questions.
Discuss portfolio implementation
(Success/Barriers).
Discuss baseline date/data from
anchor activities/data from EAs
Determine whether teachers want
to add additional criteria to the
EA rubric.
Discuss additions to the writer's
checklists.
During the account of
During the assessment
Agree upon a date when
all assessments need to be
completed.
Discuss successes and
abellances
challenges.
After the assessment
Participate in an assessment
Norming session (Data to be
FORTILITY SUSSION (Date to De

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discussed after EAs are all
scored).
peoreu).
After all assessments have
been scored
Reflect on the unit.
Reflect on the effectiveness of
the PLC (survey).
uie FLC (suivey).
Revisit portfolios.
Identify the skills students
struggled with and determine
which activities in further
lessons will readdress the skills
needing to be re-taught or
strengthened.
Recognize successes and
celebrate.
In the classroom
During the lessons, teachers:
Post essential questions and
daily objectives.
Explicitly reference
connections between
the following: essential
the following, essential
questions, daily objective, and
assessment.
Select learning strategies as
needed.
Group students appropriately.
Scaffold instruction building
Scarroid instruction bunding
towards higher complexity.
Model and provide
opportunities for guided and
independent practice of skills
aligned with the assessment.
Select academic vocabulary
from to the board during a
from text to be used during a
unit of instruction.
Use multiple types of
formative assessment and
provide consistent checks for
student understanding.
Student understanding.
Use data during the lesson and
after the assessment to inform
instruction.
During the lessons, students:
Understand the criteria which
will be used to evaluate their

	work. Understand the purpose of the lesson and its connection to the assessment. Think critically and creatively. Actively draw upon prior knowledge and use that knowledge to connect with lesson goals. Know when, why, and how to use strategies when appropriate free of teacher support. Collaborate within structured grouping. Self assess understanding of content. Use academic vocabulary in written and oral responses. After the lessons, teachers: Post exemplars of student work. Self reflect on lessons.	
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Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard Pacing		English DH PLC facilitators	English PLC-grade level and vertical teams	On-going	-Administration walk-throughs -PLC logs turned into administration	Principal DH PLC Facilitators
Coming of Age	9	Ocampo	9 th Gr	Twice monthly	Observations	Dr. Judi Briant
Cultures	10	Dr. Freeman	10 th Gr	Twice monthly	Observations	Dr. Judi Briant
American Dream	11	Dr. Briant	11 th Gr	Weekly	Observations	Dr. Judi Briant
College Prep	12	Alpaugh	12 th Gr	Twice monthly	Observations	Dr. Judi Briant

End of Writing Goals

Attendance Goal(s)

				Ì		
Attendance Goal(s)	Problem- solving Process to Increase Attendance	Stantan	Fidelia, Charle	Starten Dete Check	Student Facility	
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	
	with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance.	other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented	1.1 AP will run Attendance/ Tardy meetings every 20 days with appropriate reports AP will maintain data base and share names of students with Social Worker for additional interventions	attendance committee will	1.1. Attendance Report Tardy Report Attendance Plan	

Attendance Goal #1: The attendance rate will increase from 90.89% in 2011-2012 to 93.89% in 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
		93.89%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	497	482					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	256	248					
		1.2 Not all teachers are comfortable with EdLine -Not all teachers keep attendance updated	All teachers will post their	postings	1.2 Administration Team and LEAD Team will examine data monthly	1.2 EdLine	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan: Contacting parents via parent link regarding absences and scheduling conferences with parents and students with more than 10 absences.	9-12	AP	At Administrator staff meting	IA II 9 II SI/September	Review plan and student data every 20 days	AP, Social Worker, School Psychologist, ART
EdLine	9-12	AP	As needed	On-going	Random check of EdLine postings	AP

End of Attendance Goals

Suspension Goal(s)
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Suspension Goal(s)				i e	•	
Suspension	Problem-					
Goal(s)	solving					
Gour(s)						
	Process to					
	Decrease					
	Suspension					
Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
of suspension data, and reference to "Guiding	Barrier		Who and how will the fidelity be monitored?	data be used to determine the	Tool	
Questions", identify and			be monitored?	effectiveness of strategy?		
define areas in need of				errottiveness of strategy.		
improvement:						
1. Suspension	1.1.	1.1.	1.1	1.1.	1.1.	
		Positive Behavior			Crystal Report ODR	
	common school-wide expectations and	be implemented		affairs will review data on Office Discipline Referrals ODRs	cross-referenced with	
		to address school-			mainframe discipline	
	classroom behavior.	wide expectations		monthly.	data	
		and rules, set these				
		through staff survey				
		and discussion, and provide training to				
		staff in methods				
		for teaching and				
		reinforcing the				
		school-wide rules and				
		expectations				
Suspension Goal #1:						
The total number of In-						
School Suspensions will						
decrease from 1741 in						
2011-2012 to in 2012-						
2013.	2012 Total Number	2013 Expected				
		Number of				
-The total number of Out- of-Suspensions (including	v 0 1 1	In- School				
ATOSS) will decrease	Suspensions	Suspensions				
from 727 in 2010-20101to						
600 in 2011-2012.						

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1741	1688					
2012 Total Numb of Students Suspended In-School	er 2013 Expected Number of Students Suspended In -School					
661	641					
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
694	673					
2012 Total Numb of Students Suspended Out- of- School	er 2013 Expected Number of Students Suspended Out- of-School					
357	346					
	1.2 Data indicates that there is wide variation in the number of ODRs generated across classrooms.	1.2 The Leadership Team will review data and make recommendations to the administration for additional training in classroom management for teachers in need	1.2 Administration		1.2 "UNTIE" ODR and suspension data cross-referenced with mainframe discipline data	
	1.3 Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.3 Tier 2 programs to focus on academic behavior will be implemented to support students who accrue more than 10 suspension days in one semester.	1.3 Guidance Social Worker School Psychologist	1.3 Assistant Principals of Student Affairs will review suspension data and determine the percent of student with 10 or more suspensions per semester.	1.3 Biweekly Suspension Data	

Suspension Professional Development

Professional			
Development			
(PD) aligned with			
Strategies through			

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Professional Learning Community (PLC)						
or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS)	9-12	District Trainer	School Wide	Salacted Early Release dates	Monthly Data Review with support from AP 1s on a weekly basis, providing mentoring to students, and establishing ongoing contact with parents.	Principal and Assistant Principal

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

77 Heri dening percer	ruges, merude	die ilailioei of s	tadents the percentage	represents hext to the pe	Ciccinage (c.g. 707)	(32)).	
Dropout	Problem-						
Prevention	solving						
Goal(s)	Process to						
	Dropout						
	Prevention						
	1 1 C V C II C I C II						
Based on the analysis of	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation		
parent involvement data,	Barrier		Who and how will the fidelity		Tool		
and reference to "Guiding				data be used to determine the			
Questions", identify and				effectiveness of strategy?			
define areas in need of							
improvement:			• •				
1. Dropout	1.1.		1.1.	1.1.	1.1.		
Prevention		Within 9th grade,	A D	Miti	D-4- h		
				Monitoring and reporting of data	Data base		
Diopout i i evention	to spend with students	identify students who have failed both their		base at weekly administrator meetings and PLST meetings.			
		language arts and		meetings and i LST meetings.			
		math classes and					
_		have 10+ absences.					
who dropped out		This early warning					
who di opped out	system	data base system will					
during the 2011-2012		be used to identify					
school year .		students in need of					
		support. These					
		students will be					
		assigned an adult					
		advocate. The adult					
		advocate will establish a regular					
		time in the school					
		day or week to meet.					
		Adult advocates will					
		help students					
		establish attainable					
		academic and					
		behavior goals with					
		specific benchmarks					

		2013 Expected Dropout Rate:*				
I	Data not available	+3%				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Data not available	+3%				
		credit recovery opportunities for	1.2. Monitor students to ensure they take are enrolled in the various credit recovery class opportunities.	1.2. Track the number of students who have entered and completed courses	1.2. Transcripts/grade reports, etc.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ruby Payne Training	9-12	AP	All Teachers	Pre-Planning	Monthly Leadership Team Meeting	Principal, APC
RTi	9-12	Social Worker/ School Psychologist	All Teachers	I In-onino	Bi-Weekly CST, Monthly Leadership Meeting	Principal

End of Dropout Prevention Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt		represents next to the p	ge (e.g.	
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Health and Fitness Goal		students will		1.1. Student schedules Master schedule	

Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 38% on the Pretest to 51% on the Posttest	2012 Current	2013 Expected Level :*			
		54% (213)			

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Meetings	9-12	DH	All Department Members	Bi-Monthly	Walk-Throughs	Principal, APC, DH

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt				Ŭ . Ŭ	
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
HIIIDI OVEHICHI CIDAI	1.1. Not enough time to meet	on all half days for additional time	<u>How</u>	the feedback from all PLCs and determine next steps in the PLC	1.1 PLC Facilitators will provide feedback to Leadership Team on progress of their PLC.	

2012 Current Level :*	2013 Expected Level :*			
70% (80)	73% (83)			

Continuous Improvement Goals Professional Development

		•				
Professional						
Development						
(PD) aligned witl	1					
Strategies throug	h					
Professional						
Learning						
Community (PLC						
or PD Activity						
Please note that each						
Strategy does not require a						
professional development of	r					
PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

PLCs	9-12	Teachers who have received District training	School-Wide			Administration Department Heads
Plan-Do-Check-Act Model		Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

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

NEW Reading Florida Alternate Assessment Goals

					A.1.	
		ESE Specialist		Teacher Level		
A	lack the proper	and School	Principal, Assistant	Teachers reflect on lessons	Ongoing	
			Principals, ESE	during the unit citing/	Role play opportunities,	
8		will assist			tracking amount of behavior	
		teachers in			outbursts.	
reading (Levels 4-		modeling and		knowledge to drive future		
9).					<u>Ouarterly</u>	
7).					IEP social/emotional goals	
		on proper		assessments in the on-line		
		classroom		grading system.		
		behavior.		Teachers use the on-line		
		Action Steps		grading system data to calculate the average unit		
		PLCs will		assessment score for all		
		be focused		their students per class/		
		on behavior		course.		
		management.		Teachers chart their		
		ESE specialist		students' individual		
		will keep		progress towards mastery.		
		teachers up		progress to wards mastery.		
		to date on		PLC level:		
		professional		PLC's calculate the		
		development		average unit assessment		
		opportunities		score for all their students		
		ESE Specialist		across the PLC per class/		
		will model		course		
		correct		PLCS's discuss how to		
		classroom		report and share the data		
		behavior		with the Leadership Team.		
		for students		Data is used to identify		
		and provide		effective higher order		
		strategies for		activities in future lessons.		
		teachers.		l <u>.</u>		
		Teachers will be		Leadership Team Level:		
		implementing		PLC Facilitator /		
		social skills		Department Heads will		
		lessons.		share data with the		
				Leadership Team.		
		ļ	l			

 Level of Performance:*	2013 Expected Level of Performance:*			
95% (52)	96% (53)			

A.2.	A.2.	A.2.	A.2.	A.2.	
Lack of	Teachers will meet in	Who		On-going	
	r PLCs to discuss ways to			Practice tests, analyzing FAA reports and	
	on motivate students and	Principals, ESE Specialist,		data	
FAA	spread a school wide	Area ESE Office	specific evidence of learning		
	awareness of the FAA.	I near ESE Since	and use this knowledge to drive		
	Action Steps	How	future instruction.		
	Teachers will provide	Monitoring reductions of	Teachers maintain their		
	celebrations of effort	referrals, classroom walk	assessments in the on-line		
	throughout the year	through and observation	grading system.		
	Teachers will use	forms	Teachers use the on-line		
	the morning show		grading system data to		
	to provide school		calculate the average unit		
	wide awareness and		assessment score for all their		
	celebrations of the FAA		students per class/course.		
	PLC will determine		Teachers chart their students'		
	reward system for		individual progress towards		
	motivation throughout		mastery.		
	the year, leading up to				
	the test.		PLC level:		
			PLC's calculate the average		
			unit assessment score for all		
			their students across the PLC		
			per class/course		
			PLCS's discuss how to report		
			and share the data with the		
			Leadership Team.		
			Data is used to identify		
			effective higher order activities		
			in future lessons.		
			Leadership Team Level:		
			PLC Facilitator / Department		
			Heads will share data with the		
			Leadership Team.		

	1. 2	1. 2	1. 2	1. 2	1. 2	
		A.3.	A.3.	A.3.	A.3.	
	Teachers	ESE Specialist will	Who	m 1 7 1		
		update teachers on both subject area trainings	Principal, Assistant Principals, ESE Specialist,	<u>Teacher Level</u> Teachers reflect on lessons	Ongoing Informal observations during classroom	
			Area ESE Office		assessments and official FAA test, FAA	
		development	Area ESE Office	during the unit citing/	reports and data	
	cognitive levels.		How	using specific evidence	reports and data	
	cognitive levels.	оррогиниез.	Classroom walk through	of learning and use this		
		Action Steps	and observation forms	knowledge to drive future		
		Specialist will keep		instruction.		
		teachers aware of		Teachers maintain their		
		trainings through PLCs.		assessments in the on-line		
		Specialist will model		grading system.		
		different strategies for		Teachers use the on-line		
		teachers to try.		grading system data to		
				calculate the average unit		
				assessment score for all		
				their students per class/		
				course.		
				Teachers chart their		
				students' individual		
				progress towards mastery.		
				progress towards mastery.		
				PLC level:		
				PLC's calculate the average		
				unit assessment score for		
				all their students across the		
				PLC per class/course		
				PLCS's discuss how to		
				report and share the data		
				with the Leadership Team.		
				Data is used to identify		
				effective higher order		
				activities in future lessons.		
				Leadership Team Level:		
				PLC Facilitator /		
				Department Heads will		
				share data with the		
				Leadership Team.		
	·			!		

B. Florida Alternate Alternate Assessment: Percentage of students making Learning Gains in reading. B. 1. B. 1. Who Principal, Assistant Principals, ESE Specialist, Area ESE office of learning and use this control proper classroom on proper classroom behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model correct will model correct. B. 1.	
Assessment: Percentage of students making Learning Gains in reading. lack the proper and School classroom behavior to behavior to behavior. Action Steps PILCs will be focused on behavior management. ESE specialist will keep to date on professional development opportunities ESE Specialist will model to successful academically.	
Assessment: Percentage of students making Learning Gains in reading. Psychologist will assist be successful Learning Gains in reading. Principals, ESE Specialist, Area ESE Office of learning and use this knowledge to drive future in modeling and developing elassroom behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE specialist will model Psychologist vill assist because Specialist vill assist v	
Percentage of students making Learning Gains in reading. Specialist will keep teachers up to date on propressional development opportunities ESE Specialist will model	
students making Learning Gains in reading. be successful reachers in modeling and developing lessons on proper classroom walk through and behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model will model will model will model specialist specialist will model specialist will without the specialist will wish the model specialist with specialist will wish the model specialist with the specialist with the model specialis	
Learning Gains in reading. Modeling and developing lessons on proper classroom behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model SESE SPECIALIST SESE S	
lessons on proper classroom valk through and behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will model esembly to date on porfessional development opportunities ESE Specialist will model esembly assessment sore for all their students per class/ course. IEachers maintain their assessments in the on-line grading system data to calculate the on-line grading system data to calculate the average unit assessment score for all their students per class/ course. IEachers maintain their assessments in the on-line grading system. IEachers use the on-line grading system data to calculate the average unit assessment score for all their students individual progress towards mastery. IEACHORAGINE MARCHING MARCHIN	
reading. lessons on proper classroom of referrals, classroom walk through and behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model Essons Monitoring reductions of referrals, classroom of referrals, classroom walk through and observation forms Teachers maintain their assessments in the on-line grading system data to calculate the average unit assessment score for all their students per class/ course. Teachers use the on-line grading system data to calculate the average unit assessment score for all their students individual progress towards mastery. Teachers maintain their assessments in the on-line grading system. Teachers use the on-line grading system data to calculate the average unit assessment score for all their students across the PLC per class/ will model	
on proper classroom walk through and observation forms assessments in the on-line grading system. Action Steps PLC's will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model solutions and the standard across the PLC per class/ will model solve the standard and sessional scores for all their students per class/ course. Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/ course. Teachers use the on-line grading system. Teachers use the on-line grading system data to calculate the average unit assessment students are used to a section state to a section stantate to a section state to a section st	
classroom behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model grading system. Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/ course. Teachers chart their students' individual progress towards mastery. PLC level: PLC's calculate the average unit assessment score for all their students per class/ course. Teachers use the on-line grading system. Teachers use the on-line grading system date ascendants Teachers use the on-line grading system. Tea	
behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model behavior. Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/ course. Teachers chart their students' individual progress towards mastery. PLC level: pLC level: progressional development opportunities ESE Specialist will model Description Teachers use the on-line grading system data to calculate the average unit assessment source for all their students assessment students' individual progress towards mastery.	
Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE specialist will model grading system data to calculate the average unit assessment score for all their students per class/ course. Teachers chart their students' individual wild will keep progress towards mastery. PLC level: PLC's calculate the average unit assessment score for all their students score for all their students score for all their students will model	
Action Steps PLCs will assessment score for all their students per class/ course. management. ESE specialist will keep progress towards mastery. teachers up to date on professional development opportunities ESE Specialist score for all their students across the PLC per class/ will model Action Steps calculate the average unit assessment their students assessment score for all their students are seen to a seen assessment score for all their students across the PLC per class/ will model	
PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist students across the PLC per class/ will model assessment score for all their students per class/ course. Teachers chart their Teachers chart their students' individual progress towards mastery. PLC level: PLC's calculate the average unit assessment opportunities ESE Specialist across the PLC per class/ will model	
be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model be focused their students per class/ course. Teachers chart their students' individual progress towards mastery. PLC level: PLC's calculate the average unit assessment score for all their students across the PLC per class/ will model	
on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE specialist will model on behavior Teachers chart their students' individual progress towards mastery. PLC level: PLC's calculate the average unit assessment score for all their students across the PLC per class/ will model	
ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model ESE specialist will model students' individual progress towards mastery. PLC level: professional development average unit assessment score for all their students across the PLC per class/ course	
will keep teachers up to date on professional development opportunities ESE Specialist will model progress towards mastery. PLC level: PLC's calculate the average unit assessment score for all their students across the PLC per class/ will model progress towards mastery. PLC level: PLC level: average unit assessment score for all their students across the PLC per class/ course	
teachers up to date on professional development opportunities ESE Specialist will model professional development opportunities course	
to date on professional development opportunities ESE Specialist will model experiment opportunities across the PLC per class/ course	
professional development average unit assessment opportunities ESE Specialist across the PLC per class/ will model course	
development opportunities score for all their students ESE Specialist across the PLC per class/ will model course	
opportunities ESE Specialist will model score for all their students across the PLC per class/ course	
ESE Specialist across the PLC per class/ will model course	
will model course	
l correct I IPI (N's discuss how to I	
classroom report and share the data behavior with the Leadership Team.	
for students Data is used to identify	
and provide effective higher order	
strategies for activities in future lessons.	
teachers.	
Teachers will be Leadership Team Level:	
implementing PLC Facilitator / Subject	
social skills Area Leader / Department	
lessons. Heads will share data	
with the Problem Solving	
Leadership Team.	

rteuting cours.	Level of Performance:*	2013 Expected Level of Performance:*					
	13%	14%					
	(7)	(8)					
		B.2. Lack of motivation for performance on FAA	Teachers will meet in PLCs to discuss ways to motivate students and spread a school wide awareness of the FAA. Action Steps Teachers will provide celebrations of effort throughout the year	Who Principal, Assistant Principals, ESE Specialist, Area ESE Office How Monitoring reductions of referrals, classroom walk through and observation forms	<u>Teacher Level</u>	B.2. On-going Practice tests, analyzing FAA reports and data	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving			
	Process to Increase			
	Language Acquisition			

Students speak in English and	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
understand spoken English at grade level in a manner similar			Who and how will the fidelity be monitored?	How will the evaluation tool data be used		
to non-ELL students.				to determine the		
C. Students scoring	C.1.	C.1.	C.1.	effectiveness of strategy? C.1.	C.1.	
proficient in Listening/ Speaking.	Students lack knowledge of the English language.	on tape as well as shared	Principal, APC, Department Heads How Classroom walk throughs and observation forms.	Teachers reflect on	During Grading Period Mini assessments, classroom participation log Semester Exams	
		shared reading with all students. Teacher will monitor students following along with books on tape and will use informal observations to check students' engagement with the text.		assessments in the on-line grading system. Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. Teachers chart their students' individual progress towards mastery.		
CELLA Goal #C: The percentage of students scoring proficient on the 2012 Listening/ Speaking section of the CELLA will increase from 78% to 79%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	78% (34)					

Students read in English at	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
grade level text in a manner	•		Who and how will the fidelity be	How will the evaluation		
similar to non-ELL students.				tool data be used		
				to determine the effectiveness of strategy?		
D 64-1	D.1.	D.1.	D.1.		D.1.	
D. Students scoring	Students lack knowledge of the		Who		During Grading Period	
	English language.	release model to promote	Principal, APC, Department		Mini assessments, Bi-monthly tests	
		active reading strategies in the		lessons during the unit	, , , , , , , , , , , , , , , , , , ,	
		classroom.			Semester Exams, FAIR	
			<u>How</u>	evidence of learning and		
		Action Steps	Classroom walk throughs and	use this knowledge to		
		Teacher will model each active reading strategy with	observation forms.	drive future instruction. Teachers maintain their		
		varying reading passages. (I)		assessments in the on-line	,	
		Students will then provide		grading system.	1	
		steps to complete the		Teachers use the on-line		
		strategy.(We)		grading system data to		
		Once students have		calculate the average unit		
		been provided enough		assessment score for all		
		opportunities whole group to practice the		their students per class/ course.		
		strategies, students will		Teachers chart their		
		need to demonstrate the		students' individual		
		active reading strategies		progress towards		
		independently. (You)		mastery.		
CELLA C1 //D:	2012 Current Percent of Students				<u> </u>	
CELLA Goal #D:	Proficient in Reading:					
	TOTAL III ICUUMS .					
The percentage of students scoring						
proficient on the 2012 Reading						
section of the CELLA will increase						
from 19% to 20%.						
	19%					
	(8)					

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used	Student Evaluation Tool	
to non-ELL students.				to determine the effectiveness of strategy?		
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 36% to 37%.		E.1. Students have a limited knowledge of the written English language.	Teacher will enhance students' written language through explicitly teaching grammar and different writing techniques. Action Steps	How Classroom walk throughs and observation forms.	this knowledge to drive future	
	36% (15)					

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data,	Anticipated Barrier	Strategy	Fidelity Check Who and how will the	Strategy Data Check How will the evaluation tool data be	Student Evaluation Tool	
and reference to "Guiding				used to determine the effectiveness		
Questions", identify and				of strategy?		
define areas in need of				or suuregy.		
improvement for the						
following group:						
	F.1.	F.1.	F.1.	F.1.	F.1.	
Alternate	Some students	ESE Specialist		Teacher Level		
	lack the proper	and School	Principal, Assistant		<u>Ongoing</u>	
Assessment:		Psychologist will			Role play opportunities,	
	behavior to				tracking amount of behavior	
		in modeling		C	outbursts.	
(Levels 4-9).	academically.	and developing		instruction.		
(Ecvels 1)).				Teachers maintain their assessments		
			Monitoring reductions of	in the on-line grading system.	IEP social/emotional goals	
		behavior.		Teachers use the on-line grading		
		l		system data to calculate the average		
				unit assessment score for all their		
		PLCs will		students per class/course.		
		be focused		Teachers chart their students'		
		on behavior		individual progress towards mastery.		
		management.		DLC ll-		
		ESE specialist		PLC level:		
		will keep teachers up		PLC's calculate the average unit assessment score for all their		
		to date on		students across the PLC per class/		
		professional		course		
		development		PLCS's discuss how to report and		
		opportunities		share the data with the Leadership		
		ESE Specialist		Team.		
		will model		Data is used to identify effective		
		correct classroom		higher order activities in future		
		behavior for		lessons.		
		students and				
		provide strategies		Leadership Team Level:		
		for teachers.		PLC Facilitator / Department Heads		
		Teachers will be		will share data with the Leadership		
		implementing		Team.		
		social skills				
		lessons.				

Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2012 FAA will maintain or increase by 1%.	Level of	2013 Expected Level of Performance:*			
1		91%			
	(50)	(50)			

	i.2.	G.2.	G.2.	G.2.	G.2.	
Altomoto La	ack of	Teachers will	Who	Teacher Level	On-going	
i, im	notivation for	meet in PLCs to	Principal, Assistant	See G.1.	Practice tests, analyzing FAA	
I IDC	erformance on	discuss ways to	Principals, ESE	PLC level:	reports and data	
	AA	motivate students		See G.1.		
students making			Office	<u>Leadership Team Level:</u> See G.1.		
Learning Gains in		school wide awareness of the		See G.1.		
mathematics.		FAA.	<u>поw</u> Monitoring reductions of			
		Action Steps	referrals, classroom walk			
	ļ	Teachers	through and observation			
			forms			
		celebrations of				
		effort throughout				
	i	the year and				
		use the morning				
		show to provide				
		school wide				
		awareness and				
		celebrations of the FAA				
		PLC will				
		determine				
		reward system				
		for motivation				
		throughout the				
		year, leading up				
		to the test.				
Mathematics Goal 20	012 Current	2013 Expected				
G·		Level of				
Pe	erformance:*	Performance:*				
The percentage of						
students making learning						
gains on the 2012 FAA						
will maintain or increase						
by 1%.						
1	1%	12%				
	6)	(6)				

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

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

TT 0: 1	TT 1	ITT 1	TT 1	11 1	rr 1	
and seements seeming in					H.1.	
the middle or upper third					2-3x Per Year	
(proficient) in Geometry.	unprepared for				Semester Exams, mini	
· · · · · · · · · · · · · · · · · · ·					assessments, formative test	
				specific evidence of learning		
		into their daily		and use this knowledge to drive		
		lessons.	How DDG	future instruction.		
				Teachers maintain their		
				assessments in the on-line	D : G !! D : I	
				grading system.	During Grading Period	
		FCIM to guide		Teachers use the on-line grading		
		weekly instruction.			test, classroom assessments,	
		Teachers are		average unit assessment score	ongoing progress monitoring	
		modeling how to		for all their students per class/		
		answer the multiple		course. Teachers chart their students'		
		step problems, using think alouds and				
		visual aids.		individual progress towards		
		Visual aids. Teachers are		mastery.		
		matching assessment		PLC level:		
		questions to the type		PLC's calculate the average unit		
					1	
		of questions expected on the EOC.		assessment score for all their		
		Teachers are		students across the PLC per class/course		
		implementing higher		PLCS's discuss how to report		
		order questioning		and share the data with the		
		techniques on a daily		Leadership Team.		
		basis.		Data is used to identify effective		
		basis.		higher order activities in future		
				lessons.		
				lessons.		
				I T I		
				<u>Leadership Team Level:</u> PLC Facilitator /Department		
				Heads will share data with the		
				Leadership Team.		
Coomotine Cool III	2012 Current	2013 Expected Level				
Geometry Goal H:		of Performance:*				
		of refformance.				
The percentage of students scoring	r en formance."					
in the middle or upper third on the						
2012 End-of-Course Geometry						
Exam will increase from 49% to						
52%.						

400/ 5	520/		
49%	52%0		
(163) (1	(173)		

H.2.	H.2.	H.2.	H.2.	H.2.
	1			
Students have	Teachers will model	Who		2-3x Per Year
difficulty with	proper strategies to	Department Heads, APC,	Teachers reflect on lessons	Semester I Exams
reading word	complete word problems.	Principal, Teachers, Math	during the unit citing/using	
problems.		Resource	specific evidence of learning	
	Action Steps		and use this knowledge to	
	Teachers will use	<u>How</u>	drive future instruction.	
	data from both mini	PDS records, classroom walk	Teachers maintain their	
	assessments and formative	throughs, observation form	assessments in the on-line	During Grading Period
	tests to drive classroom		grading system.	mini assessments, formative
	instruction.		Teachers use the on-line	test, classroom assessments,
	Teachers will use think		grading system data to	ongoing progress monitoring
	alouds to model how to	1	calculate the average unit	ongoing progress momoring
	properly read and solve	1	assessment score for all their	
	word problems.	1	students per class/course.	
	Students will be given		Teachers chart their students'	
	the opportunity to show		individual progress towards	
	learning and growth on		mastery.	
	bellwork and though			
	assessments.		PLC level:	
	dissessification.		PLC's calculate the average	
			unit assessment score for all	
			their students across the PLC	
			per class/course	
			PLCS's discuss how to report	
			and share the data with the	
		1	Leadership Team.	
			Data is used to identify	
		1		
			effective higher order	
		1	activities in future lessons.	
			T 1 1: T T 1	
		1	Leadership Team Level:	
			PLC Facilitator / Department	
		1	Heads will share data with	
			the Leadership Team.	

** 0	** 3	by a	lv. o	tr a
				H.3
			PLCs will review mini-	2x per year
skills levels with the	of this strategy is to	Department Heads, APC,	assessment data.	District Baseline and Mid-
FCIM model through	strengthen the core	Principal, Teachers, Math		Year Testing
Florida Achieves	curriculum. Students'	Resource	For the mini-assessments,	1 car 1 csting
Teachers'	math skills will improve		PLCs will monitor the	
	through teachers using		improvement of students	
	the FCIM strategy		PLCs will review evaluation	
	on identified tested	administration; classroom walk-		Semester Exams
			share data with the Math	<u>Germester Brianns</u>
				D : 4 M: W 1
		evidence of strategy in teachers'	resource.	During the Nine Weeks
	minutes of class).	lesson plans.		-Benchmark mini assessments
how to implement				-Unit and/or Segment
	Action Steps			assessments
	Through data analysis			
	of District Formative			
	assessments, classroom			
	assessments and student			
	performance, PLCs			
	identify essential tested			
	benchmarks for their			
	students that need			
	reinforcement and/or			
	remediation.			
	Based on the data,			
	PLCs develop projected			
	timeline/calendar for re-			
	teaching the essential			
	skills and/or standards			
	covered in the core			
	curriculum.			
	Teachers bring assessment			
	data back to the PLCs.			
	As a Professional			
	Development activity			
	in their PLCs, teachers			
	use the mini assessment			
	data and classroom			
	assessments to adjust			
	the timeline/calendar.			
	Based on mini assessment			
	data, skills are moved			
	to a maintenance or re-			
	teaching schedule.			
	As a PLC, teachers			
	develop a school-based			
	assessment that covers all			
	mini lesson skills taught			
	within the nine week			
	period or the teachers may			
	r or the teachers may	ļ	l	<u> </u>

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

		•				
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	
I. Students scoring in the	I.1.	I.1.	I.1.	I.1.	I.1.	
upper third on Geometry.	Students are unprepared for the level of rigor on the EOC.	Teachers are implementing higher order questioning and thinking techniques into their daily lessons. Action Steps Teachers are using	Who Department Heads, APC, Principal, Teachers, Math Resource How PDS records, classroom walk throughs, observation form	Teacher Level Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. Teachers maintain their assessments in the on-line grading system. Teachers use the on-line grading system data to calculate the	2-3x Per Year Semester Exams, mini assessments, formative test During Grading Period mini assessments, formative test, classroom assessments, ongoing progress monitoring	

 <u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
12%	15%			
(40)	(50)			

T 2	r o	lr o	lt o	lr o	
	I.2. Tier 1 – The purpose	I.2. <u>Who</u>	I.2.	I.2.	
			G 7.1	2x per year District Baseline and Mid-Year	
skills levels with the	of this strategy is to		See I.1.		
FCIM model through		Principal, Teachers, Math		Testing	
	curriculum. Students'	Resource			
	math skills will improve				
	through teachers using	L		l	
		How		Semester Exams	
not consistent across	on identified tested	PLC logs turned into		L	
		administration. Administration		During the Nine Weeks	
		provides feedback.		Benchmark mini assessments	
	minutes of class).	Classroom walk-throughs		Unit and/or Segment assessments	
		observing this strategy.			
		Evidence of strategy in		[
		teachers' lesson plans seen		1	
	of District Formative	during administration walk-			
	assessments, classroom	throughs.			
	assessments and student	-Another fidelity tool will be the			
	performance, PLCs	PLC calendars/timeline/ logs			
		of targeted skills reviewed by			
		the administration and/or Math			
		Coach.			
	reinforcement and/				
	or remediation; PLCs				
	develop projected				
	timeline/calendar for re-				
	teaching the essential				
	skills and/or standards			1	
	covered in the core			1	
	curriculum; Teachers			1	
	bring assessment data			1	
	back to the PLC; teachers			1	
	use the mini assessment			1	
	data and classroom			1	
	assessments to adjust			1	
	the timeline/calendar.			1	
	Based on mini assessment			1	
	data, skills are moved			1	
	to a maintenance or re-			1	
	teaching schedule.			1	
	3			1	
End of Geometry EOC Goals		•			

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

Assessment: Students scoring at proficient in science (Levels 4-9).	Some students lack the proper classroom behavior to be successful academically.	ESE Specialist and School Psychologist will assist teachers in modeling and developing lessons on proper classroom behavior. Action Steps PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities ESE Specialist will model correct classroom behavior for students and provide strategies for teachers. Teachers will be implementing social skills lessons.	How Monitoring reductions of referrals, classroom walk through and observation forms	Teacher Level Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction; maintain their assessments in the on-line	J.1. Ongoing Role play opportunities, tracking amount of behavior outbursts. Ouarterly IEP social/emotional goals	
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2012 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

(4'	·%) ((5%) 2			
[2					

NEW Biology End-of-Course (EOC) Goals

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

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

IZ C4	K.1.	K.1.	K.1.	K.1.	K.1.	į	
		Teachers are	Who		2-3x Per Year		
the initiale of upper third			Department Heads, APC,		Semester Exams, mini		
(proficient) in Biology.	the level of rigor	higher order			assessments, formative		
3.		questioning			test		
	on the Loc.	and thinking	Instructional Couch	and use this knowledge to drive	test		
				future instruction.			
		into their daily	PDS records, classroom walk				
		lessons.		assessments in the on-line			
				grading system.			
		Action Steps		Teachers use the on-line grading	During Grading Period		
		Teachers are			mini assessments,		
		using FCIM		average unit assessment score for			
		lessons to		all their students per class/course.	assessments, ongoing		
		guide weekly			progress monitoring		
		instruction.		individual progress towards			
				mastery.			
		Teachers are					
		completing		PLC level:			
		District CIS		PLC's calculate the average unit			
		Model lessons		assessment score for all their			
		per unit.		students across the PLC per			
				class/course			
		Teachers are		PLCS's discuss how to report			
		matching		and share the data with the			
		assessment		Leadership Team.			
		questions to the		Data is used to identify effective			
		type of questions		higher order activities in future			
		expected on the		lessons.			
		EOC.					
				Leadership Team Level:			
				PLC Facilitator / Department			
				Heads will share data with the			
				Leadership Team.			
Dialage Carl V	2012 Current	2013 Expected					
Biology Goal K:	Level of	Level of					
Th		Performance:*					
The percentage of students scoring	or formance.	oriormanee.					
in the middle and upper third on the 2012 End-of-Course Biology							
Exam will increase from 45% to							
Exam will increase from 45% to 48%.							
40 / 0.							
1							
1							
				l			

45%	48%		
(190)	(203)		

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			data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
L. Students scoring in upper third in Biology.	unprepared for the level of rigor on the EOC.	implementing higher order questioning and thinking techniques into their daily	Instructional Coach How PDS records, classroom walk throughs, observation form	and use this knowledge to drive future instruction.	mini assessments, formative test, classroom	

Biology Goal L: The percentage of students scoring in the upper third on the 2012 End-of-Course Biology Exam will increase from 15% to 18%.	Level of	2013 Expected Level of Performance:*			
	15%	18%			
	(63)	(76)			

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Assessments and curriculum pacing	Chemistry	Jacob Mathews	All Chemistry teachers	Bi-Monthly	r	Barbara Jackson
Common Assessments and curriculum pacing	Physical Science	Barbara Jackson	All Physical Science teachers	L	Review assessment data and curriculum pacing	Barbara Jackson
Common Assessments and curriculum pacing	Biology and Biology Honors	Christina Tanaka	All Biology teachers		Review assessment data and curriculum pacing	Christina Tanaka
Common Assessments and curriculum pacing	Earth Space	Theresa Foecking	All Earth Space Teachers		Review assessment data and curriculum pacing	Barbara Jackson

NEW Writing Florida Alternate Assessment Goal

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

M. El	M.1.	M.1.	M.1.	M.1.	M.1.	
M. Florida	Some students	ESE Specialist and	Who		Ongoing	
Alternate	lack the proper	Cahaal Dayahalagist	Principal, Assistant Principals,	Tagahara raflaat on lassans	Role play opportunities,	
Assessment:					tracking amount of	
Students scoring	to be successful				behavior outbursts,	
		developing lessons		and use this knowledge to drive	writing opportunities and	
at 4 or higher in		on proper classroom			prompts	
writing (Levels 4-9).		behavior.		Teachers maintain their	prompts	
					Quarterly	
			through and observation forms		IEP social/emotional	
		PLCs will be		Teachers use the on-line grading		
		focused on behavior		system data to calculate the	goais	
		management.		average unit assessment score		
		management.		for all their students per class/		
		ESE specialist will		course.		
		keep teachers up to		Teachers chart their students'		
		date on professional		individual progress towards		
		development		mastery.		
		opportunities.		mastery.		
		opportunities.		PLC level:		
		ESE Specialist		PLC's calculate the average unit		
		will model correct		assessment score for all their		
		classroom behavior		students across the PLC per		
		for students and		class/course		
		provide strategies		PLCS's discuss how to report		
		for teachers.		and share the data with the		
		for teachers.		Leadership Team.		
		Teachers will be		Data is used to identify effective		
		implementing social		higher order activities in future		
		skills lessons.		lessons.		
		SKIIIS ICSSOIIS.		Cosons.		
				Leadership Team Level:		
				PLC Facilitator / Department		
				Heads will share data with the		
				Leadership Team.		
				Zeaueromp ream.		
Writing Goal M:	2012 Current Level	2013 Expected				
Titting Goal IVI.	of Performance:*	Level of				
The percentage of students		Performance:*				
scoring a Level 4 or higher						
on the 2013 FAA will						
maintain or increase by						
1%.						
1 70.						

77%	78%			
(13)	(13)			

			h		
		M.2.	M.2.	M.2.	M.2.
	Lack of motivation for	Teachers will meet in PLCs	<u>Who</u>	Teacher Level	On-going
		to discuss ways to motivate		Teachers reflect on lessons during	Practice tests, analyzing FAA
		students and spread a school	Principals, ESE		reports and data
		wide awareness of the FAA.	Specialist, Area ESE	evidence of learning and use	
			Office	this knowledge to drive future	
		Action Steps		instruction.	
		Teachers will provide	How	Teachers maintain their	
		celebrations of effort throughout	Monitoring reductions of	Teachers maintain their assessments in the on-line grading	
		the year.	referrals, classroom walk	system.	
		,	through and observation	Teachers use the on-line grading	
		Teachers will use the morning	forms	system data to calculate the average	
		show to provide school wide		unit assessment score for all their	
		awareness and celebrations of		students per class/course.	
		the FAA.		Teachers chart their students'	
				individual progress towards	
		PLC will determine reward		mastery.	
		system for motivation			
		throughout the year, leading up		PLC level:	
		to the test.		PLC's calculate the average unit	
				assessment score for all their	
				students across the PLC per class/	
				course	
				PLCS's discuss how to report and	
				share the data with the Leadership	
				Team.	
				Data is used to identify effective	
				higher order activities in future	
				lessons.	
				10350113.	
				Leadership Team Level:	
				PLC Facilitator / Department Heads	
				will share data with the Leadership	
				Team.	
				i caiii.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
		1.1 Explore STEM curriculum options	1.1 NA	1.1 NA	1.1 NA

STEM Professional Development

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

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Sustain the number of Career Technical Student Organization chapters of 5. Increase the student membership from 133 in 2011-2012 to 150 in 2012-2013	students and the cost associated with the CTSO's.	1.1. Increase student participation in CTSO competitions/ events.		1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events

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			

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Establishing/ growing a CTSO.	9-12	District	CTE Teachers	October, 2012	Log of events and attendance	Virginia Wright

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

,	, r	
School		
Differentiated		
Accountability		
Status		
□Priority	□Focus	□Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

_ **	_ > T
□ 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
See Math, Reading and Science Professional Development sections	Supplies: Projector Bulbs will be used for classrooms so that students are exposed to technology and are able to follow along with the teacher through the ELMO. Projector bulbs are used in all classrooms.	\$1170.00	\$1204.89

Reading Goal 2.1	Teacher Mini-Grant Approved by SAC: "Go Ask Alice" will be used as a classroom whole group novel. We have all the teaching materials and audio book but did not have a class set of the novel. This book will allow students to think about how their choices impact their lives while also focusing on during reading strategies.	\$239.70	\$239.70
Reading Goal 5.1B	Teacher Mini-Grant Approved by SAC: Independent Reading Library- This library contains various high interest novels for a new teacher's classroom. The books in the library will help improve the time of independent reading with our Level 2 students.	\$140.00	\$141.37
See Reading Professional Development section	Supplies: Exam Scantrons are going to be used to prepare students for their End of Course exams as well the AP exam. Teachers in the Social Studies department need to give many assessments to track their students' progress towards success of these formative tests. Scantrons allow for the teacher to track the students' data through Achievement Series.	\$393.50	\$452.53
			\$2546.11
Final Amount Spent			