# Florida Department of Education

2012-2013



## School Improvement Plan (SIP)

#### **PART I: SCHOOL INFORMATION**

School Name:	District Name:
Greco Middle School	Hillsborough
Principal:	Superintendent:
Olayinka Alege	MaryEllen Elia
SAC Chair:	Date of School Board Approval:
Mikel Lewis	Pending school board approval

#### **Student Achievement Data:**

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

#### **Highly Qualified Administrators**

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

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

Position	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains,
		Certification(s)	Current School	Administrator	Lowest 25%), and AMO progress along with the associated
		Certification(s)		Tammistrator	school year)
Principal	Olayinka Alege	Ed.M - Leadership	0	7	11/12: Pending (former school – King High School)
		BS English Ed.			10/11: B 77% AYP
					09/10: A 79% AYP
					08/09: D 69% AYP
Assistant Principal	Manuschka Michaud	Ed.M - Leadership	0	7	11/12: F (former school – Sligh Middle School)
		BS Biology			10/11: D 72% AYP
					09/10: D 77% AYP
					08/09: C 79% AYP
Assistant Principal	David Lawrence	Ed. S - Leadership	0	0	11/12: Pending (Teacher: former school – King High School)
		MS Adult Ed			10/11: B 77% AYP
		BS Comprehensive Social			09/10: A 79% AYP
		Studies			08/09: D 69% AYP
Assistant Principal	Angel Hernandez	Ed.M – Leadership	0	0	11/12: B (Teacher: former school – Adams Middle School)
		Business 6-12			10/11: A 64% AYP
					09/10: A 79% AYP
					08/09: A 77% AYP

#### **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,
			Years at	an	FCAT/Statewide Assessment Achievement Levels, Learning
Area		Certification(s)	Current School		Gains, Lowest 25%), and AMO progress along with the
		,		Instructional Coach	associated school year)
Reading	Stevonia Dixon	BA – Communications	2	First year	NA
		K-6 Reading Endorsement			
G = :	Mary Worden	BS Elementary Education -	Eirst voor	Einst waar	NA
Science	Wary Worden	USF	First year	First year	NA NA
		K-6 w/ESOL			
		K-0 W/ESOL			
		Middle Grades Science			
		5-9			
Writing	Sabrina Richards	Middle Grades	First year	First Year	NA
		English 5-9			
		English 6-12			
		Liigiisii 0-12			
		Educational Leadership			

Math	Jennifer Merritt	BA - Communication Sciences and Disorders MA - Teaching	1	1		all students made	learning gains t quartile made lea	arning gains
						6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
					Level 1	34	35	42
					Level 2	32	32	29
					Level 3	21	22	17
					Level 4	10	9	7
					Level 5	3	2	5

## **Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable

			(If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

## **Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are teaching out-of-	Provide the strategies that are being implemented to support the staff in becoming highly effective
field/ and who are not highly effective.	

Teachers		

6 out of field

Depending on the needs of the teacher, one or more of the following strategies are implemented.

#### Administrators

Meet with the teachers four times per year to discuss progress on:

- Preparing and taking the certification exam
- Completing classes need for certification
- Provide substitute coverage for the teachers to observe other teachers
- Discussion of what teachers learned during the observation(s)

#### Academic Coach

• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis

#### Subject Area Leader/PLC

• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

#### **Staff Demographics**

ot al N u m b er of In st ru cti on al St af f	% of Fir st- Ye ar Te ach ers	of Te ach ers with 1-5 Yea rs of Exp erie nce	of Te ach ers with 6-14 Yea rs of Exp erie nce	of Te ach ers with 15+ Yea rs of Exp erie nce	of Te ach ers wi th Ad van ced De gre es	Hi gh ly Qu alif ied Te ac her s	Re ad ing En dor sed Tea che rs	% Na tio nal Bo ard Ce rtif ied Te ach ers	% ES OL End orse d Tea cher s
7 3	1 2	25 %	41 %	22 %	40 %	9 7	1 5	3 %	22 %
	%					%	%		
		(1	(3	(1	(2 9)			(2	$\left \begin{array}{c} (1 \\ \end{array}\right $
	(9	8)	0)	6)	9)	(7	(1	)	6)
						1)	1)		

## **Teacher Mentoring Program**

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

Mentor	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
	_		Activities

Trenika	Andrea	The district-	Weekly
Thornton	Mallard	based mentor	visits to
		is with	include
(District	Sandra D	the EET	modeling,
EET	Viers	initiative.	co-
Mentor)		The mentor	teaching,
	Benjamin	has strengths	analyzing
	Crollick	in the	student
		areas of	work/data,
	Lisa Bird	leadership,	developing
		mentoring,	assess
	Christopher	and	ments,
	Pettit	increasing student	conferen cing and
	lassik Bass	achievement.	problem
	Jacob Bess	acine venient.	solving.
	Jarryd Reid		Sorving.
	Joseph		
	Copello		
	Salina		
	Salway		
	Andrew Walker		

## **Additional Requirements**

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

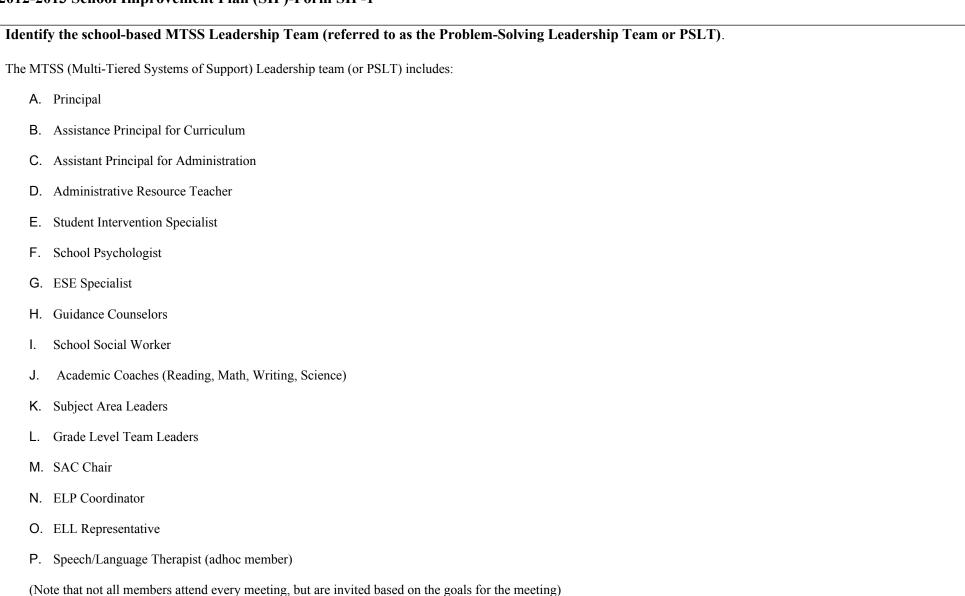
Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start,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

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Title I, Part A
A. SES Services;
B. School Psychologist
C. School Social Worker
D. AVID Coordinator
E. ESE Specialist
F. Student Intervention Specialist
G. Ophelia Project
H. Resource Teacher
Title I, Part C- Migrant
NA
Title I, Part D
The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners

Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide reading coaches, and extended learning opportunity programs.
Nutrition Programs
NA
Housing Programs
N/A
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
Adult Education
N/A
Career and Technical Education
Curter and Technical Education
Business Technology; Family Consumer Science; STEM; Industrial Science; Student Assistant Program
Job Training
Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other
NA

2012-2013 School Improvement Plan (SIP)-Form SIP-1		
Response to Instruction/Intervention (RtI)		
	School-Based RtI Team	





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

The purpose of the core Leadership Team is to:

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

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

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3.
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs

- Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month (i.e., Academic Coaches & Administrators)
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

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

- o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
  - 1. Does the data show implementation of strategies are resulting in positive student growth?
  - 2. To what extent are we making progress toward the school's SIP goals?
  - 3. If we are making progress, what can we do to sustain what is working?
  - 4. What barriers to implementation are we facing and how will we address them?
  - 5. What should we do next? What should be our plan of action?

#### MTSS Implementation

Describe the data source(s)	and the data managemen	t system(s) used to sumn	narize data at each ti	er for reading,	mathematics, scien	ice, writing, an	d
behavior.	_	. , ,					

#### **Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Electronic Data Walls	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability		Leadership Team, PLCs, individual teachers
(Chapter Exams, 8th grade Formatives)		
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math,	Data Wall	Leadership Team, PLCs, individual teachers
Writing and Science	PLC Logs	
(BIG Ideas, Common benchmark assessments)		
FAIR	Progress Monitoring and Reporting Network	Reading Coach/Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative

Teachers' common core curric instruction/big ideas.	ulum assessments on units of	Ed-Line	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
(Intensive Reading, Intensive I		PLC Database	
(intensive reducing, intensive r		PLC logs	
Reports on Demand/Crystal Ro	eports	District Generated Database	Leadership Team/Specialty PSLT

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

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
(teacher-made tests based on curriculum)		
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base	Individual Teachers/PLCs
	PLC/Department data base	
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

#### Describe the plan to train staff on MTSS.

- Administrators & PSLT members will receive a booster training on the problem solving/response to intervention process.
- Resources for staff professional development on RtI will be accessed through the District RtI database and distributed to staff.
- Professional Development sessions will occur during faculty meeting times or team meetings (e.g., grade-level teams) as needed.

The Leadership Team will work to align the efforts of other school committees with the problem-solving process and training needs for successful implementation of a multi-tiered system of support. Selected members of the Leadership team will assist in conducting a booster training to school staff on the problem-solving process and multi-tiered systems of support. Resources for training will be obtained from the District's RtI Committee/RtI Facilitators for staff development trainings on PS/MTSS. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI offered at the district level or school site.

#### Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1 • Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student

ı	iteracy	Leadership Team	(1	ı	T

School-Based Literacy Leadership Team

achievement.

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

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

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

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

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

#### NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

#### \*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 his/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 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.

# 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?

Greco Middle 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, Greco Middle 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.

#### PART II: EXPECTED IMPROVEMENTS

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

## **Reading Goals**

Goals	Problem -Solving Process to Increase Student Achieve ment				
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	

1. FCAT 2.0:	1.1.	1.1.	1.1.	1.1.	1.1.	
		1.1.	1.1.	1.1.	1.1.	
Students scoring		1 C44/Tl-/	XX71	Sahaal haa a saataa fan Di Ca ta	2	
proficient/		1. Strategy/Task/ Action	w no_	School has a system for PLCs to record and report during-the-grading	3x per year	
	struggle with how	Action	-Principal		FAIR	
reading (Level	to structure	Reading teachers	-Principai	administration, coach, SAL, and/or	FAIR	
3-5).		will implement	-AP	leadership team.		
		Plan-Do-Check-	r Ai	readership team.		
		Act to strengthen	-Instruction			
		the district	Coaches			
		selected core	Couches		During the Grading Period	
	leaning. To	curriculum.	-Subject Area			
	address this	Teachers will	Leaders		Common assessments (pre, post,	
	barrier, this	meet a minimum			mid, section, end of unit)	
		of 3 times per	-PLC facilitators of			
		month in PLCs	like grades and/or			
			like courses			
	use the	Coach to plan				
	Plan-Do-	collaboratively.				
		PLCs will	Harr			
		specifically:	<u>How</u>			
	al Unit" log.	-Increase content	PLCS turn			
			their logs into			
		knowledge in	administration and/			
		pedagogy in order	or coach after a			
		to implement the	unit of instruction			
		core curriculum	is complete.			
		with fidelity.				
			-PLCs receive			
		-Monitor pacing of	feedback on their			
		curriculum	logs.			
			A 1			
		-Plan for	-Administrators and coaches attend			
		engagement	targeted PLC			
		activities being	meetings			
		with Think-Pair-	meetings			
			-Progress of			
		Share strategy	PLCs discussed at			
		***	Leadership Team			
		-Write text-	r			
		dependent high	-Administration			
		order questions for	shares the data of			

	future lessons	PLC visits with		
		staff on a monthly		
	-Plan for checks	basis.		
	for understanding			
	during and at			
	the close of the			
	lessons			
	Coscorio			
	-Analyze data			
	from common			
	curriculum based			
	assessments			
	to drive			
	differentiated and			
	future instruction			
	ruture instruction			
	Actions/Details			
	rectors/Details			
	-Grade level/			
	like-course PLCs			
	use a <b>Plan-Do-</b>			
	Check-Act "Unit			
	of Instruction"			
	log to guide their discussion and			
	way of work.			
	Discussions are			
	summarized on			
	log.			
	ĺ			

Reading will increase from 36% to 39%.	36%	39%			
Reading Goal #1:  The percentage of students scoring a Level 3 or higher on the 2013 FCAT	2012 Current Level of Performance:	of Performance:			

1.2.	1.2	1.2	1.2	1.2.
			D 11 11 11 11 11 11 11 11 11 11 11 11 11	
Reading				3x per year_
teachers a			coaching cycles and share	EATD
curriculu	nting core	-Reading Coach	information with Administration	FAIR
fidelity		OTO C 1		
lidenty		-OTG Coach		
	and listening / speaking skills will	Dringing 1/A DC		
	improve through	Fincipal/AFC		
	implementation			During the Grading Period
	of district selected			
	core curriculum	<u>How</u>		Common assessments (pre,
	with fidelity. The			post, mid, section, end of unit)
	Reading Coach	-Coach conferences		
	supports reading			Student work samples
	teachers through	- PLC logs		
	co-planning,	XX 11 41 1 2		
	modeling,	- Walkthrough's		
	co-teaching,			
	debriefing, or			
	teacher/student data chats. Every			
	two weeks the			
	Coach meets with			
	the principal to			
	review log and			
	develop short term			
	action plans.			
	•			
	Action Steps			
	Action Steps			
	T. C.			
	-Information			
	will be gathered			
	from surveys,			
	during PLCs,			
	walkthroughs,			
	and school data to			
	inform teachers'			
	instructional needs.			
		!		

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	-Coaching cycle will be revisited as appropriate based on the needs of the individual teacher.		

1.3	1.3	1.3	. 1.3	1.3.
-Teachers knowledge base o	Strategy/Task/	Who	Reading Coach will share walkthrough data information	Reading Coach will conduct walkthroughs looking
this engagement strategy needs	Student	-Reading Coach	with Administration	specifically for engagement strategy, Think-Pair-Share.
professional development.	achievement improves when	-Writing Coach		Stategy, Think I all Shate.
Training for this strategy is being	students are intellectually	-Social Studies SAL		
rolled out in 12-	engaged in learning important and	-OTG Coach		
-Training all		Principal/APC		
content area	Specifically Reading teachers			
teachers	will use the Think- Pair-Share strategy.	<u>How</u>		
	an Share strategy.	-Coach conferences		
	Action Steps	- PLC logs		
		- Walkthroughs		
	-Information will be gathered from			
	teacher survey s, during PLCs,			
	walkthroughs, and site-based			
	literacy coaches'			
	meetings regarding teachers' skill			
	levels in utilizing think-pair-share			
	as an engagement technique through			
	the district-selected			
	core curriculum.			
	-In district trainings, school			

professional development, and PLCSs, teachers will attend ongoing trainings/ professional development to build teachers' skill levels in utilizing think-pair-share through the district- selected core		
curriculum.  -Teachers in classrooms will implement new knowledge of utilizing think-pair- share through the district-selected core curriculum as evident by walkthroughs and artifacts		

1.4	1.4	1.4	1.4	1.4
Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12- 13Training all content area teachers	Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students.  Action Steps  Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who Principal  -AP Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses  How Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is completeAdministration and coach rotate through PLCs looking for complex text discussionAdministration shares the positive outcomes observed in PLC meetings on a	Teacher Level  Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.  PLC Level  -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  -For each class/course, PLCs chart their overall progress towards the SMART Goal.  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team.  -Data is used to drive teacher	1.4  3x per year  - FAIR  During the Grading Period  - Common assessments (pre, post, mid, section, end of unit, intervention checks)
		-Administration shares the positive outcomes observed in PLC meetings on a	Leadership Team.	

Based on the	Anticipated	Strategy	Fidelity Check		
analysis of student	Barrier	Strategy	Fidenty Check		
achievement data, and reference to "Guiding			Who and how will the		
Questions", identify			fidelity be monitored?		
and define areas in need of improvement					
for the following group:					
2. FCAT 2.0:	2.1.	2.1.	2.1.		
Students scoring					
Achievement Levels 4 or 5 in		See			
reading.					
		See Goal 1			

Reading Goal #2:  The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 14% to 17%.	2012 Current Level of Performance:	of Performance:					
	14%						
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. FCAT 2.0: Points for students making		See Goal 1					
Learning Gains in reading.		Goal 1					

Reading Goal #3:  Points earned from students making learning gains on the 2013 FCAT Reading will increase from 53 points to 56 points.	Level of Performance: *	2013 Expected Level of Performance:*				
	noint	56 points				
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	•	See Goal 1				

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 58 points to 61 points.	Level of Performance: *	of Performance:*					
		61					
	point	points					
	S						
P 1 1							
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:							
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Information on how to fill out this section/ row is forthcoming from the state.			
Reading Goal #5:  Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report				

					i	
5A. Student	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
subgroups						
sungroups						
by ethnicity	White:					
/White Dleels		Nee				
(Wille, Black,	Black:					
mispanic, Asian,		See Goals				
American Indian)	Hignonia:	$C_{\alpha\alpha}$				
American maian)	mspanic.	Muais				
not making	l					
satisfactory	Asian:	1				
progress in	American	♣				
reading.	Indian:					
ľ						

			2013 Expected Ectel	2012 Current	Reading Goal
			2013 Expected Level of Performance:*	Level of Performance	μ <sub>5</sub> Λ .
				renomiance	
					The percentage
					of White students
					scoring proficient/
					satisfactory on the 2013 FCAT/
					FAA Reading will
					increase from 52%
					to 5/%.
					The percentage
					of Black_students
					scoring proficient/
					the 2013 FCAT/
					FAA Reading will
					increase from 29%
					10 36%.
					The percentage of
					Hispanic_students
					scoring proficient/
					satisfactory on the 2013 FCAT/
					FAA Reading will
					increase from 42%
					W 48%.
					The percentage
					of Asian students
					scoring proficient/
					satisfactory on the 2013 FCAT/
					scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 29% to 36%.  The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 42% to 48%.

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FAA Reading will increase from 30% to 37%.							
	White: 52%	White: 57%					
	Black: 29%	Black: 36%					
	Hispanic: 42%	Hispanic: 48%					
	Asian: 30%	Asian: 37%					
	American Indian: NA	American Indian: NA					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Barrier 		Who and how will the	How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation 1001		

5B.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
Economically	D.11.	DB.11.	DB.11.	55.1.	55.1.		
D'and and							
Disadvantaged		NA					
students		$\mu$ $\mathbf{A}$					
not making							
satisfactory							
progress in							
reading.							
Reading Goal	2012 Current	2013 Expected Level					
#5B:	Level of	of Performance					
$\frac{\pi J \mathbf{D}}{2}$	Performance						
The percentage of							
Econ. Dis_students							
scoring proficient/							
satisfactory on							
the 2013 FCAT/							
FAA Reading will							
increase from 33%							
to 40%.							
10 1070.							
	Econ. Dis:	Econ. Dis: 40%					
	33%						
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
		Who and how will the	How will the evaluation tool data be used to			
		fidelity be monitored?	determine the effectiveness of strategy?			

5C. English	5C.1	5C.1	5C.1	5C.1	5C.1	
Language	DC.1	DC.1	JC.1	I	JC.1	
			XX 71		EAID	
Learners (ELL)			<u>Who</u>	Teacher Level	-FAIR	
not making	the	comprehension	0.111	T 1 0 4 1	CELL A	
satisfactory	proficiency of ELL	of course content/standard	-School based Administrators	-Teachers reflect on lesson outcomes	-CELLA	
progress in				and use this knowledge to drive future		
reading.		improves through participation in	-District Resource	instruction.		
		the Cognitive		Teachers use the on-line grading system	During the Creding Period	
	_	Academic		data to calculate their students' progress	During the Grading Period	
	priority.	Language		towards their PLC and/or individual ELL	Cara aurriculum and of cara	
	-The	Language Learning			common unit/ segment tests	
	majority	Approach	1 eachers		with data aggregated for ELL	
	of the	(CALLA) strategy		PLC Level	performance	
		across Reading,		I LC LCVCI	performance	
		Language Arts,	How	-Using the individual teacher data, PLCs		
		Math, Social	110 W	calculate the ELL SMART goal data		
	strategy. To		-Administrative	across all classes/courses.		
	address this		and	across an classes, coarses.		
	barrier, the	Science.	uiiu	PLCs reflect on lesson outcomes and		
	school will		ERT walk-	data used to drive future instruction.		
	schedule		throughs using the			
	professional	Action Steps		-ERTs meet with Reading, Language		
	developme			Arts, Social Studies and Science PLCs on		
	nt delivered	-ESOL Resource		a rotating basis to assist with the analysis		
	by the	Teacher (ERT)		of ELLs performance data.		
	school's	provides	<u>Handbook,</u> p.			
	ERT.	professional	101, Table 5.4	- For each class/course, PLCs chart		
		development to		their overall progress towards the ELL		
		all content area	Evaluating CALLA	SMART Goal.		
	impleme		Instruction.			
		to embed CALLA		Leadership Team Level		
	CALLA	into core content				
	is not	lessons.		PLC facilitator/ Subject Area Leader/		
	consistent	EDE 1.1		Department Heads shares ELL SMART		
		-ERT models		Goal data with the Problem Solving		
	courses.	lessons using		Leadership Team.		
	ELLast	CALLA.		Data is used to drive toocher grows and and		
	-ELLs at	-ERT observes		-Data is used to drive teacher support and student supplemental instruction.		
	varying levels of	content area		student supplemental instruction.		
	16 (618 01	teachers using		-ERTs meet with RtI team to review		
	English	CALLA and		performance data and progress of ELLs		
	-					
	language	provides feedback,		(inclusive of LFs)		

			•	
acquisition	coaching and			
and	support.			
acculturat				
ion is not	-District Resource			
consistent	Teachers			
across core	(DRTs) provide			
courses.	professional			
	development to			
<u> </u>	all administrators			
Adminis	on how to conduct			
trators at	walk-through			
varying	fidelity checks for			
skill levels	use of CALLA.			
regarding	use of CALLEA.			
use of	-Core content			
CALLA/	teachers set			
	SMART goals			
	for ELL students			
conduct a	for upcoming			
CALLA	core curriculum			
fidelity	assessments.			
check walk-				
through.	-Core content			
1	teachers			
1	administer and			
1	analyze ELLs			
	performance on			
	assessments.			
	-Teachers			
	aggregate data			
	to determine the			
	performance of			
	ELLs compared to			
	the whole group.			
	-Based on data			
	core content			
	teachers will			
	differentiate			
	instruction to			
	remediate/enhance			
	instruction.			 

Reading Goal #5C:	2012 Current Level of Performance:	of Performance:			
The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 27%					
to 33%.					
	ELL: 27%	ELL: 33%			

5C.2.	5C.2.	5C.2.	5C.2	5C.2
	30.2.	50.2.	5C.2	PC.2
	ELI (1374			
		<u>Who</u>	Teacher Level	-FAIR
	LYB & LYC)			
	comprehension	-School based Administrators	-Teachers reflect on lesson	-CELLA
	of course content/		outcomes and use this knowledge	
		-District Resource Teachers	to drive future instruction.	
	in reading,			
		-ESOL Resource Teachers	-Teachers use the on-line grading	During the Grading Period
	math, science		system data to calculate their	
	and social studies		students' progress towards their	-Core curriculum end of core
	through the use		PLC and/or individual ELL	common unit/ segment tests
To address this	of the district's	How	SMART Goal	with data aggregated for ELL
barrier, the school	on-line program			performance
will schedule	A+Rise located		PLC Level	
professional	on IDEAS under			
development	Programs for ELL.	-Administrative and	-Using the individual teacher	
delivered by the			data, PLCs calculate the ELL	
school's ERT.		ERT walk-throughs using the CRISS	SMART goal data across all	
		walkthrough form	classes/courses.	
-Teachers	Action Steps			
implementation	-		-PLCs reflect on lesson outcomes	
of A+ Rise is not	-ESOL Resource		and data used to drive future	
	Teacher (ERT)		instruction.	
core courses.	provides			
	professional		-ERTs meet with Reading,	
-Administrators	development to		Language Arts, Social Studies	
	all content area		and Science PLCs on a rotating	
	teachers on how		basis to assist with the analysis of	
	to access and use		ELLs performance data.	
order to effectively			p p	
conduct an A+	for ELLs at <a href="http://">http://</a>		- For each class/course, PLCs	
Rise fidelity check	arises2s.com/s2s/		chart their overall progress	
	into core content		towards the ELL SMART Goal.	
1 1 1	lessons.		Sound	
			Leadership Team Level	
	-ERT models		<u> </u>	
	lessons using A+		-PLC facilitator/ Subject Area	
	Rise Strategies for		Leader/ Department Heads shares	
	ELLs.		ELL SMART Goal data with	
			the Problem Solving Leadership	
	-ERT observes		Team.	
	content area			
	teachers using		-Data is used to drive teacher	

A+Rise and	support and student supplemental	
provides feedback,	instruction.	
coaching and		
support.	-ERTs meet with RtI team to	
'	review performance data and	
-District Resource	progress of ELLs (inclusive of	
Teachers	LFs)	
(DRTs) provide		
professional		
development to		
all administrators		
on how to conduct		
walk-through		
fidelity checks for		
use of A+ Rise		
strategies for ELLs.		

5C.3	5C.3	5C.3	5C.3	5C.3	
	0.5				
-Lack of	ELLs (LYA,	Who	Analyze core curriculum and	During the Grading Period	
understanding	LYB & LYC)		district level assessments for		
teachers can	comprehension	-School based Administrators	ELL students. Correlate to	-Core curriculum end of core	
provide ELL	of course content/		accommodations to determine	common unit/ segment tests	
accommodations	standards	-ESOL Resource Teachers	the most effective approach for		
beyond FCAT	improves through		individual students.		
testing.	participation in				
	the following				
-Bilingual	<u>day-to-day</u>	<u>How</u>			
Education	<u>accommodations</u>				
Paraprofessionals		-Administrative and	1		
at varying levels	and district				
of expertise in	assessments	ERT walk-throughs using the walk-			
providing suppor	t. across Reading,	throughs look for Committee Meeting			
	LA, Math, Science	Recommendations. In addition, tools			
-Allocation	and Social Studies:	from the RtI Handbook and ELL RtI			
of Bilingual	4 5 4 1 14	Checklist, and ESOL Strategies Checklist			
Education		can be used as walk-through forms			
Paraprofessional dependent on	(lesson and				
number of ELLs.	assessments)				
number of ELEs.	2. Small group				
-Administrators	testing				
at varying levels	testing				
of expertise in	3. Para support				
being familiar	(lesson and				
with the ELL	assessments)				
guidelines and jo					
responsibilities o	f 4. Use of				
ERT and Bilingu					
paraprofessional.	language				
	dictionary				
	(lesson and		1		
	assessments)		1		
			1		
			1		
			1		

5C.4	5C.4	5C.4	5C.4	5C.4
	50.1		56.1	Je. 1
Turner in all a	DII. (ISZA	W71	Tarahan I a al	EAID
-Improving the		<u>Who</u>	Teacher Level	-FAIR
proficiency of	LYB & LYC)		T 1 C 1	CELLA
ELL students in	comprehension	-School based Administrators	-Teachers reflect on lesson	-CELLA
our school is of	of course content/	EGOL B. T. I	outcomes and use this knowledge	
high priority.		-ESOL Resource Teachers	to drive future instruction.	
	in reading,	n an w		
	language arts,	-PLC Facilitators	-Teachers use the on-line grading	During the Grading Period
support in drilling			system data to calculate their	
	and social			-Core curriculum end of core
assessments to the				common unit/ segment tests
ELL level.		<u>How</u>		with data aggregated for ELL
	collaboratively	L		performance
		PLC logs (with specific ELL	PLC Level	
	student learning.	information) for like courses/grades.		
	Specifically, they		-Using the individual teacher	
	use the Plan-Do-		data, PLCs calculate the ELL	
	Check-Act model		SMART goal data across all	
	to structure their		classes/courses.	
	way of work for			
	ELL students.		-PLCs reflect on lesson outcomes	
			and data used to drive future	
			instruction.	
	Action Steps		-ERTs meet with Reading,	
			Language Arts, Social Studies	
	-Teachers analyze		and Science PLCs on a rotating	
	CELLA data to		basis to assist with the analysis of	
	identify ELL		ELLs performance data.	
	students who need			
	assistance in the		-For each class/course, PLCs	
	areas of listening/		chart their overall progress	
	speaking, reading		towards the ELL SMART Goal.	
	and writing.			
			Leadership Team Level	
	-Teachers use			
	time during PLCs		-PLC facilitator/ Subject Area	
	to reinforce and		Leader/ Department Heads shares	
	strengthen targeted		ELL SMART Goal data with	
	ELL effective		the Problem Solving Leadership	
	teaching strategies		Team.	
	(CALLA and			
	A+ Rise) in the		-Data is used to drive teacher	

	<u>.</u>		,
	areas of listening/	support and student supplemental	
	speaking, reading	instruction.	
	and writing.		
		-ERTs meet with RtI team to	
	-Teachers use	review performance data and	
	time during PLCs	progress of ELLs (inclusive of	
	to reinforce and	LFs)	
		LFS)	
	strengthen targeted		
	ELL Differentiated		
	Instruction lessons		
	using the district		
	provided ELL		
	Differentiated		
	Instruction binders		
	(provided by the		
	ELL Department)		
	in Reading,		
	Language Arts,		
	Math, Science and		
	Social Studies.		
	Social Studies.		
	DI C		
	-PLCs generate		
	SMART goals for		
	ELL students for		
	upcoming units of		
	instruction.		
	-PLCs/teachers		
	plan for upcoming		
	lessons/units		
	using targeted		
	CALLA and A+		
	Rise strategies		
	and Differentiated		
	Instruction		
	strategies based on		
	ELLs needs in the		
	areas of listening/		
	speaking, reading		
	and writing.		
	-PLCs/teachers		
	plan for		
	accommodations		

			for core curriculum content and assessment.  -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers			
			plan interventions for targeted ELL			
			students using the			
			resources from CALLA, A+ Rise,			
			and Differentiated			
			instruction binders.			
Based on the	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
analysis of student achievement data, and	Barrier					
reference to "Guiding				How will the evaluation tool data be used to		
Questions", identify			fidelity be monitored?	determine the effectiveness of strategy?		
and define areas in						
need of improvement						
for the following						
subgroup:						

<b>FD</b> C4 1 4	KD 1	5D.1.	5D.1.	5D.1.	5D.1.	
		טט.ו.	טט.1.	рр.1.	D.1.	
with Disabilities						
r /		<u>Strategy</u>	<u>Who</u>	Teacher Level	-FAIR	
making	provide		L			
satisfactory	a school	SWD student		-Teachers reflect on lesson outcomes		
progress in		achievement		and use this knowledge to drive future	L	
reading				instruction.	During the Grading Period	
1	and		Principal			
l .		and consistent		Teachers use the on-line grading system		
		implementation			common unit/ segment tests	
	and on-	of students' IEP			with data aggregated for SWD	
	going	goals, strategies,		SMART Goal	performance	
		modifications, and		DI CI1		
	students'	accommodations.	HOW_	PLC Level		
	IEPs by	-Throughout	IEP Progress	-Using the individual teacher data, PLCs		
	both the					
	general			calculate the SMART goal data across all classes/courses.		
	education and ESE	review students'	by AFC	classes/courses.		
	and ESE	IEPs to ensure		-PLCs reflect on lesson outcomes and		
	teacher. 10	that IEPs are		data used to drive future instruction.		
	barrier, the	implemented		data used to drive future instruction.		
	APC will	consistently and		For each class/course, PLCs chart their		
		with fidelity.		overall progress towards the SMART		
	in place for	with fidelity.		Goal.		
	this school	-Teachers (both				
	year.	individually and		Leadership Team Level		
	y car.	in PLCs) work				
		to improve upon		-PLC facilitator/ Subject Area Leader/		
		both individually		Department Heads shares SMART		
		and collectively,		Goal data with the Problem Solving		
		the ability to		Leadership Team.		
		effectively				
		implement IEP/		-Data is used to drive teacher support and		
		SWD strategies		student supplemental instruction.		
		and modifications				
		into lessons.				
1		ĺ			l	

The percentage	2012 Current Level of Performance:	2013 Expected Level of Performance:			
of SWD scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 21% to 29%.					
	SWD: 21%	SWD: 29%			

5D.2.	5D.2.	5D.2	5D.2	5D.2
-Improving the proficiency of	Strategy/Task	Who_	Teacher Level	-FAIR
SWD in our school is of high	SWD student achievement	-School based Administrators	-Teachers reflect on lesson outcomes and use this knowledge	
priority.	improves through teachers'	-PLC Facilitators		During the Grading Period
-Teachers need support in drilling	implementation of the Plan-Do-			common unit/ segment tests
down their core assessments to the			PLC and/or individual SWD	with data aggregated for SWD performance
SWD level.	carry out lessons/ assessments	PLC logs (with specific SWD information) for like courses/grades.	SMART Goal	
-General educational teacher and ESE	with appropriate strategies and modifications.		PLC Level	
teacher and ESE teacher need consistent, on-	modifications.		-Using the individual teacher data, PLCs calculate the SWD SMART goal data across all	
going co-planning time.	Actions		classes/courses.	
	Plan		-PLCs reflect on lesson outcomes and data used to drive future instruction.	
	For an upcoming unit of instruction determine the		-For each class/course, PLCs chart their overall progress	
	following:		towards the SWD SMART Goal.	
	-What do we want our SWD to learn		Leadership Team Level	
	by the end of the unit?		-PLC facilitator/ Subject Area Leader/ Department Heads shares	
	-What are standards that		SWD SMART Goal data with the Problem Solving Leadership Team.	
	our SWD need to learn?		-Data is used to drive teacher	
	-How will we		support and student supplemental instruction.	
	assess these skills/ standards for our SWD?			

· · · · · · · · · · · · · · · · · · ·		
-What does		
mastery look like?		
-What is the		
SMART goal		
for this unit of		
instruction for our		
SWD?		
SWD?		
Plan for the "Do"		
What do teachers		
need to do in order		
to meet the SWD		
SMART goal?		
ommer gown		
-What resources do		
we need?		
we need?		
77 21.4		
-How will the		
lessons be designed		
to maximize the		
learning of SWD?		
-What checks-for-		
understanding will		
we implement for		
our SWD?		
-What teaching		
strategies/best		
practices will we		
practices will we		
use to help SWD		
learn?		
-Specifically how		
will we implement		
thestrategy		
during the lesson?		
-What are teachers		
going to do during		
going to do during		

	1, 1, 2, 1			
	the lesson for			
	SWD?			
	-What are SWD			
	going to do during			
	the lesson to			
	maximize learning?			
	D. G d			
	Reflect on the			
	"Do"/Analyze			
	Checks for			
	Understanding			
	and Student Work			
	during the unit.			
1	For lessons that			
	have already been			
	taught within the			
	unit of instruction,			
	teachers <u>reflect</u>			
	teachers <u>reflect</u>			
	and discuss			
	one or more of			
	the following			
	regarding their			
	SWD:			
	-What worked			
	within the lesson?			
	How do we know			
1	it was successful?			
	Why was it			
	successful?			
	Successiui:	l		
1	-What didn't work			
	- what didn't work	l		
	within the lesson?			
	Why? What are we			
	going to do next?			
	-For the	l		
	implementation	l		
	of the			
1	strategy, what			
	γ <sub>DJ</sub> ,	Į.		

worked? How do
we know it was
successful? Why
was it successful?
was it successful?
What checks for
understanding were
used during the
lessons?
10350115:
-For the
implementation of
the strategy, what didn't work?
what didn't work?
Why? What are we
why? what are we
going to do next?
-What were the
outcomes of
the checks for
understanding?
And/or analysis
of student of student
performance?
-How do we take
what we have
learned and apply it
to future lessons?
Pad act/Chack
Reflect/Check –
Analyze Data
Discuss one
or more of the
following:
ronowing.
-What is the SWD
data?
-What is the
data telling us
as individual
as muiviuuai

teachers?		
-What is the data		
telling us as a		
grade level/PLC/		
department?		
-What are SWD		
not learning? Why		
is this occurring?		
is this occurring.		
-Which SWD are		
learning?		
Act on the Data		
After data analysis,		
develop a plan to		
act on the data.		
-What are we going		
to do about SWD		
not learning?		
-What are the		
skills/concepts/		
standards that		
need re-teaching/		
interventions		
(either to individual		
SWD or small		
groups)?		
How are we going		
-How are we going to re-teach the skill		
differently?		
-How we will		
know that our		
re-teaching/		
interventions are		
working?		

	5D.3	5D.3	5D.3	5D.3	5D.3	

#### **Reading Professional Development**

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

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

ic Grade Level/ PD Facilitator Subject PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

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

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

meetings)

Differentiated Instruction

6-8

All teachers

achers

-On-going

Faculty Professional Development -Demonstration classrooms

Classroom walk-throughs

Administration Team

-Course specific

Leaders

-Subject Area

PLC Facilitators and on-going PLCs

Optional peer teacher observations

Instructional Coaches

Subject Area Leaders

-Reading Coach

-Reading Coach

The 3 S's of Complex Text: Selecting /Identifying	Grades 6-8	Reading Coach and Subject Area		On-going	Classroom walkthroughs	Administration Team
Complex Text, Shifting to Increased Use of		Leaders	Faculty Professional Development			Instructional Coaches
Informational Text, and Sharing of Complex Text with All Students (K-12)			and on-going PLCs			Subject Area Leaders
Identifying and Creating Text-Dependent Questions	Grades 6-8	Reading Coach and Subject Area		On-going	Classroom walkthroughs	Administration Team
to Deepen Reading Comprehension (K-12)		Leaders	Faculty Professional Development			Instructional Coaches
			and on-going PLCs			Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using	5	and Subject Area		On-going	Classroom walkthroughs	Administration Team
in-Depth Questioning (K-12)	)	Leaders	Faculty Professional Development			Instructional Coaches
			and on-going PLCs			Subject Area Leaders
IEP Training	6-8	ESE Teachers	ESE Teachers	On-going	Case Manager	ESE Specialist
			General Ed Teachers			
			PLCs			
SWD Co-Teaching	6-8	DRT	ESE Teachers	On-going	Classroom walkthroughs	Administration Team
			General Ed Teachers			DRT
	( 0	P 11 1	PLCs		CI 11.1 1	A.1
ELL Strategies	6-8	English Language	All teachers	On-going	Classroom walkthroughs	Administration Team
			<sup>e</sup> Faculty Professional Development			
			and on-going PLCs			

## **PART II: EXPECTED IMPROVEMENTS**

## **Elementary or Middle School Mathematics Goals**

Middle School Mathematic s Goals	Problem- Solving Process to Increase Student Achieve ment				
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	

1. FCAT	1.1	1.1	1.1	1.1	1.1	
2.0: Students	1.1	1.1	1.1	1.1	1.1	
	-PLCs	S44/	XX/L -	Data will be analyzed domine DLCs to	2	
scoring	etmicale with	Strategy/	<u>Who</u>		2x per year	
proficient/	struggle with	1 ask	-Math Coach	determine what students are learning and method of instructional delivery	- District Formatives	
satisfactory	developing	Student	-Math Coach	method of instructional delivery	- District Formatives	
performance			-Principal/APC		-Semester Exams	
in mathematics	iessons.	improves	-i ilicipal/Ai C		-Semester Exams	
(Level 3-5).		when	-District Math Resource			
		teachers work			F I	
		collaborativ			During the Grading Period	
		ely to focus				
		on student			-Core Curriculum Assessments	
	varies across	learning.	How Monitored			
		Teachers				
		will meet a	-PLCS turn their logs into			
		minimum	math coach weekly.			
		of 3 times				
			- Logs shared with district			
		PLCs with	staff on a monthly basis.			
		site-based				
		coach to	-Administration/district			
		create student centered	attends targeted PLCs			
			- Bi-weekly informal			
		maintaining	classroom visits will be			
		the pace	made to monitor pacing			
		of the	induc to monitor pacing.			
		curriculum.				
		Action Steps				
		-	Γ			
		Grade level				
		PLCs use				
		a Plan-Do-				
		Check Act				
		form to guide				
		the way of				
		work.				

Mathematics Goal #1:	2012 Current Level of	2013 Expected Level of Performance			
	Ferrormance	Ferrormance			
The percentage of					
Level 3 or higher on the 2013					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from					
35% to 38%.					

35%	38%			

	1.2.	1.2	1.2	1.2	1.2	
_		1.2	1.2	1.2	1.2	
_	-Teachers	Strategy/Task_	Who_	School and district resource	2x per year	
_	are at	StrateCy/ Task		teacher aggregate the walk-	<u> </u>	
_	varying skill	Students' math	-Math Resource Teacher	through data school-wide and	- District Formatives	
		comprehension improves		shares with teachers the progress		
_	higher order	through frequent	-District Math Resource Teacher	of strategy implementation	-Semester Exams	
_	questioning	participation in higher order				
_		thinking and discussion				
_		activities to deepen and				
	-PLC	extend student knowledge.	<u>How Monitored</u>		During the Grading Period	
_	meetings					
	need to		-Math Resource Teacher will meet with		-Core Curriculum Assessments	
_	focus on		PLC's to review questions.			
_	identifying and writing	Action Steps	Classes and the state of the NG			
		Within PLCs	-Classroom walk-throughs using MS mathematics walk-through form focusing			
_	questions		on levels of questioning and student			
	to deliver	-Teachers plan higher	discussion.			
_		order thinking questions	discussion.			
_		and appropriate discussion				
		topics when creating lessons				
_		to increase the lessons'				
		rigor and promote student				
_		achievement.				
_						
		-Teachers plan for				
_		scaffolding questions to				
		meet the differentiated needs	<b>S</b>			
_		of students.				
		Time of dead days				
		-Use student data to monitor the correlation of using				
		higher order questioning				
		techniques and student				
		achievement.				
		donie , cincit.				
		In the classroom				
		During the lessons.				
		<u>teachers:</u>				

	-Ask questions and use discussion topics created in PLCs that require students to engage in frequent higher order thinking.  -Wait for full attention from the class before asking questions and give wait time once questions are posed.  -Encourage students to elaborate and support responses with mathematical evidence.  -Scaffold questions to help students with incorrect answers.  -Engage all students in the discussion and ensure that all voices are heard.				
vary in their implementation of checks for understanding during their lessons.  -Instructional time used	Student achievement will improve when students are	Who  -Math Resource Teacher  -District Math Resource Teacher	School and district resource teacher aggregate the walk- through data school-wide and shares with teachers the progress of strategy implementation	1.3  2x per year  - District Formatives  -Semester Exams  -  During the Grading Period  -Core Curriculum Assessments	

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

2. FCAT 2.0:	2.1	2.1	2.1	2.1	2.1	
I	2.1	2.1	2.1	2.1	2.1	
Students						
	-PLCs	Strategy/	Who_	Data will be analyzed during PLCs to	2x per year	
Achievement	struggle with	<u>Task</u>		determine what students are learning and		
Levels 4 or 5 in	developing		-Math Coach	method of instructional delivery	- District Formatives	
mathematics.	engaging	Student				
	lessons.	achievement	-Principal/APC		-Semester Exams	
		improves				
		when	-District Math Resource		L I	
	incorporation		Teacher			
		work			During the Grading Period	
		collaborativ				
		ely to focus			-Core Curriculum Assessments	
	varies across		How Monitored			
	campus.	learning.				
			-PLCs turn their logs into			
			math coach weekly.			
		minimum				
		of 3 times	<ul> <li>Logs shared with district</li> </ul>			
		per month in	staff on a monthly basis.			
		PLCs with				
		site-based	-Administration/district			
			attends targeted PLCs			
		create student				
		centered	- Bi-weekly informal			
		lessons while	classroom visits will be			
			made to monitor pacing			
		the pace				
		of the				
		curriculum.				
		L				
		Action Steps	<u>L</u>			
		Grade level				
		PLCs use				
		a Plan-Do-				
		Check Act				
		form to guide				
		the way of				
		work.				

Goal #2:	Level of	2013 Expected Level of Performance:			
The percentage of students scoring a					
Level 4 or higher on the 2013 FCAT Math will					
increase from 13% to 16%.					
	120/	160/			
	13%	10%			

	2.2	2.2	2.2	2.2	2.2	
		[·-			<u> </u>	
	-Teachers	Strategy/Task_	Who_	School and district resource	2x per year	
	are at	<u> </u>		teacher aggregate the walk-		
	varying skill	Students' math	-Math Resource Teacher	through data school-wide and	- District Formatives	
	levels with	comprehension improves		shares with teachers the progress		
	higher order	through frequent	-District Math Resource Teacher	of strategy implementation	-Semester Exams	
	questioning					
	techniques.	thinking and discussion			L	
		activities to deepen and				
	-PLC	extend student knowledge.	How Monitored		During the Grading Period	
	meetings					
	need to		-Math Resource Teacher will meet with		-Core Curriculum Assessments	
	focus on	I	PLC's to review questions.			
	identifying	Action Steps				
	and writing	HZA : DI C	-Classroom walk-throughs using MS			
	nigner order questions	Within PLCs	mathematics walk-through form focusing on levels of questioning and student			
	to deliver	-Teachers plan higher	discussion.			
	during the	order thinking questions	discussion.			
	lessons.	and appropriate discussion				
	10330113.	topics when creating lessons				
		to increase the lessons'				
		rigor and promote student				
		achievement.				
		-Teachers plan for				
		scaffolding questions to				
		meet the differentiated needs				
		of students.				
		-Use student data to monitor				
		the correlation of using				
		higher order questioning				
		techniques and student				
		achievement.				
		In the classroom				
		in the classroom				
		During the lessons,				
		teachers:				
				!		

	-Ask questions and use discussion topics created in PLCs that require students to engage in frequent higher order thinking.  -Wait for full attention from the class before asking questions and give wait time once questions are posed.  -Encourage students to elaborate and support responses with mathematical evidence.  -Scaffold questions to help students with incorrect answers.  -Engage all students in the discussion and ensure that all voices are heard.				
-Teachers vary in their impleme ntation of checks for understandin g during their lessons.	Strategy/Task  Student achievement will improve when students are engaged in frequent checks for understanding during daily lessons. Feedback will be provided to students to ensure learning prior to unit assessment.	Who  -Math Resource Teacher  -District Math Resource Teacher	School and district resource teacher aggregate the walk- through data school-wide and shares with teachers the progress of strategy implementation	2.3  2x per year  - District Formatives  -Semester Exams  -  During the Grading Period  -Core Curriculum Assessments	

Based on	Anticipated			
the analysis	Barrier			
of student				
achievement				
data, and				
reference to				
"Guiding				
Questions",				
identify and				
define areas				
in need of				
improvement for				
the following				
group:				

		1	•			
	3.1	3.1	3.1	3.1	3.1	
<b>2.0:</b> Points						
for students	-PLCs	Strategy/	Who	Data will be analyzed during PLCs to	2x per year	
making		Task		determine what students are learning and		
learning	developing		-Math Coach	method of instructional delivery	- District Formatives	
gains in		Student		·		
mathematics.		achievement	-Principal/APC		-Semester Exams	
mathematics		improves				
		when	-District Math Resource		L	
		teachers work	Teacher			
		collaborativ			During the Grading Period	
		ely to focus				
		on student	L		-Core Curriculum Assessments	
			How Monitored			
	campus.	Teachers	DI CC 4 4 1 1 1 1 1			
			-PLCS turn their logs into			
		minimum of 3 times	math coach weekly.			
		per month in	- Logs shared with district			
			staff on a monthly basis.			
		site-based	starr on a monthly basis.			
			-Administration/district			
			attends targeted PLCs			
		centered				
			- Bi-weekly informal			
		maintaining	classroom visits will be			
		the pace of the	made to monitor pacing_			
		curriculum.				
		L				
		Action Steps	L			
		Grade level				
		PLCs use				
		a Plan-Do-				
		Check Act				
		form to guide				
		the way of				
		work.				

Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Points earned from students making learning gains on the 2013 FCAT Math will increase from 58 points to 62 points.					
		62 points			

	3.2	3.2	3.2	3.2	3.2	
	-Teachers	Strategy/Task_	Who_	School and district resource	2x per year	
	are at			teacher aggregate the walk-	-	
			-Math Resource Teacher	through data school-wide and	- District Formatives	
		comprehension improves		shares with teachers the progress		
	higher order questioning		-District Math Resource Teacher	of strategy implementation	-Semester Exams	
		participation in higher order				
		thinking and discussion activities to deepen and			F 1	
	-PLC		How Monitored		During the Grading Period	
	meetings need	extend student knowledge.	How Monitored		During the Graung reriou	
	to focus on		-Math Resource Teacher will meet with		-Core Curriculum Assessments	
	identifying		PLC's to review questions.			
	and writing	Action Steps	•			
	higher order	_	-Classroom walk-throughs using MS			
	questions to		mathematics walk-through form focusing			
	deliver during		on levels of questioning and student			
	the lessons.		discussion.			
		order thinking questions				
		and appropriate discussion topics when creating lessons				
		to increase the lessons'				
		rigor and promote student				
		achievement.				
		delile veillent.				
		-Teachers plan for				
		scaffolding questions to				
		meet the differentiated needs				
		of students.				
		-Use student data to monitor				
		the correlation of using				
		higher order questioning techniques and student				
		achievement.				
		uomo vomont.				
		In the classroom				
		During the lessons,				
		teachers:				

	-Ask questions and use discussion topics created in PLCs that require students to engage in frequent higher order thinking.  -Wait for full attention from the class before asking questions and give wait time once questions are posed.  -Encourage students to elaborate and support responses with mathematical evidence.  -Scaffold questions to help students with incorrect answers.  -Engage all students in the discussion and ensure that all voices are heard.				
-Teachers vary in their implementatio n of checks for understanding during their lessonsInstructional	Strategy/Task  Student achievement will improve when students are engaged in frequent checks for understanding during daily lessons. Feedback will be provided to students to ensure learning prior to unit assessment.	Who  -Math Resource Teacher  -District Math Resource Teacher	teacher aggregate the walk- through data school-wide and shares with teachers the progress of strategy implementation	2x per year  - District Formatives  -Semester Exams  -  During the Grading Period  -Core Curriculum Assessments	

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

	I	1	1		1	
4. FCAT	4.1	4.1	4.1	4.1	4.1	
<b>2.0:</b> Points						
for students	-PLCs	Strategy/	Who_	Data will be analyzed during PLCs to	2x per year	
in Lowest	struggle with	Task		determine what students are learning and	<u> </u>	
25% making	developing		-Math Coach	method of instructional delivery	- District Formatives	
learning	engaging	Student		,		
gains in	lessons.		-Principal/APC		-Semester Exams	
	1	improves	•			
mathematics	-Teachers'	when	-District Math Resource			
		teachers work			Γ	
	of student	collaborativ			During the Grading Period	
	directed	ely to focus				
	learning	on student			-Core Curriculum Assessments	
	varies across		How Monitored			
	campus.	Teachers				
	1		-PLCS turn their logs into			
			math coach weekly.			
		of 3 times	1			
		per month in	- Logs shared with district			
			staff on a monthly basis.			
		site-based	1			
		coach to	-Administration/district			
			attends targeted PLCs			
		centered				
		lessons while	- Bi-weekly informal			
		maintaining	classroom visits will be			
			made to monitor pacing_			
		curriculum.	1			
		L				
		Action Steps				
			Τ			
		Grade level				
		PLCs use				
		a Plan-Do-				
		Check Act				
		form to guide				
		the way of				
		work.				

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 59 points to 63 points.	Level of Performance	2013 Expected Level of Performance:			
<b>I</b>	1	63			
	points	points			

4.2	4.2	4.2	4.2	4.2	
-Teachers are at varying skill levels with higher order questioning	Strategy/Task  Students' math comprehension improves through frequent participation in higher order thinking and discussion activities to deepen and extend student knowledge.  Action Steps  Within PLCs	-Math Resource Teacher -District Math Resource Teacher  How Monitored -Math Resource Teacher will meet with PLC's to review questionsClassroom walk-throughs using MS mathematics walk-through form focusing on levels of questioning and student discussion.	School and district resource teacher aggregate the walk- through data school-wide and shares with teachers the progress of strategy implementation	2x per year  - District Formatives	
	In the classroom  During the lessons, teachers:				

	-Ask questions and use discussion topics created in PLCs that require students to engage in frequent higher order thinking.  -Wait for full attention from the class before asking questions and give wait time once questions are posed.  -Encourage students to elaborate and support responses with mathematical evidence.  -Scaffold questions to help students with incorrect answers.  -Engage all students in the discussion and ensure that all voices are heard.				
-Teachers vary in their impleme ntation of checks for understanding during their lessons.	Strategy/Task  Student achievement will improve when students are engaged in frequent checks for understanding during daily lessons. Feedback will be provided to students to ensure learning prior to unit assessment.	Who  -Math Resource Teacher  -District Math Resource Teacher	School and district resource teacher aggregate the walk- through data school-wide and shares with teachers the progress of strategy implementation	2x per year  - District Formatives  -Semester Exams  -  During the Grading Period  -Core Curriculum Assessments	

Based on the	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
analysis of student	Barrier						
achievement data,			Who and how will the fidelity	How will the evaluation tool data be used to			
and reference				determine the effectiveness of strategy?			
to "Guiding			o momeorea.	acterismic the effectiveness of strategy.			
Questions",							
identify and define							
areas in need of							
improvement for the							
following subgroup:	2011 2012	2012 2012	2012 2014	2014 2015	2017 2017	2017 2017	
Based on Ambitious but Achievable		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but Achievable Annual Measurable							
Objectives (AMOs),							
Reading and Math							
Performance Target							
5. Ambitious							
but Achievable							
Annual							
Measurable							
Objectives							
(AMOs). In six							
year school will							
reduce their							
achievement							
gap by 50%.							

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

Math Goal #5:						
5A. Student	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
subgroups						
by ethnicity						
(White, Black,						
Hispanic, Asian,						
American						
Indian) <b>not</b>						
making						
satisfactory						
progress in						
mathematics						

Reading Goal	2012 Current	2013 Expected			
#5A:	Level of Performance:	Level of			
	Performance:	Performance:			
TTI .					
The percentage of White students					
scoring proficient					
satisfactory on					
the 2013 FCAT/					
FAA Math will					
increase from 50% to 55%.					
30% 10 33%.					
The percentage					
of Black students scoring proficient	,				
satisfactory on					
the 2013 FCAT/					
FAA Math will					
increase from 27% to 34%.					
2/70 10 3470.					
The percentage of	Ì				
Hispanic_students scoring proficient					
satisfactory on					
the 2013 FCAT/					
FAA Math will					
increase from 42% to 48%.					
4270 W 4870.					
The percentage					
of Asian_students					
scoring proficient	/				
satisfactory on					
the 2013 FCAT/					

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

White: 50%	White: 55%					
Black: 27%	Black: 34%					
Hispanic: 42%	Hispanic: 48%					
Asian: 40%	Asian: 46%					
	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
		Who and how will the fidelity	How will the evaluation tool data be used to			
3	ilack: 27% (ispanic: 42% (sian: 40% (merican (dian: NA	Black: 34% Hispanic: 42% Asian: 46% American Indian: NA  SA.2.  Anticipated Barrier  Black: 34% Hispanic: 48% Asian: 46% American Indian: NA  SA.2.	Black: 34% Hispanic: 42% Hispanic: 48% Asian: 46% American Indian: NA  5A.2.  5A.3.  5A.3.  5A.3.  Fidelity Check Who and how will the fidelity	Black: 27% Black: 34% Hispanic: 42% Hispanic: 48% Asian: 46% American Indian: NA  SA.2.  SA.2.  SA.3.  SA.3.  SA.3.  SA.3.  SA.3.  SA.3.  SA.3.  SA.3.  SA.4.  SA.5.  SA.5.  SA.5.  Fidelity Check Barrier  Who and how will the fidelity  How will the evaluation tool data be used to	lack: 27% Black: 34% Hispanic: 42% Hispanic: 48% Asian: 46% American Indian: NA Indian:	lack: 27% Black: 34% Hispanic: 48% Sian: 40% Asian: 40% American Indian: NA American SA.2. SA.2. SA.2. SA.2. SA.2. SA.3.

5B.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
Economically	JB.1.	JB.1.	55.1.	55.1.	55.11.		
Economicany							
Disadvantaged							
students							
not making							
satisfactory							
progress in							
mathematics.							
Mathematics	2012 Current	2013 Expected					
Goal #5B:	Level of Performance:	Level of					
00a1 #3D.	Performance:	Performance:					
Th							
The percentage							
of Econ. Dis_							
students scoring proficient/							
proficient							
satisfactory on the 2013 FCAT/							
FAA Math will							
increase from							
32% to 39%.							
32/0 10 39/0.							
	Econ. Dis: 32%	Econ. Dis: 39%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		р <b>Б</b> .1.	00.1.	VD.1.	OD.1.	UD.1.	

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		DB.3.		55.5	SB.3.	55.3.	
	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity	How will the evaluation tool data be used to			
			be monitored?	determine the effectiveness of strategy?			
			be monitored:	determine the effectiveness of strategy:			
5C. English							
Language							
Learners							
(ELL) not							
making							
satisfactory							
progress in							
mathematics.							

Goal #5C:	Level of	2013 Expected Level of Performance:				
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 33%.						
	ELL: 32%	ELL: 33%				
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:		Strategy	Fidelity Check  Who and how will the fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.					
Mathematics Goal #5D:  The percentage of SWD scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 14% to 23%.	Level of	2013 Expected Level of Performance:			
	SWD: 14%	SWD: 23%			

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

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

Alg1.	1.1.	1.1.	1.1.	1.1	1.1	
Students						
scoring	-Time to plan	Strategy/	Who_	- Data will be analyzed during PLCs to	2x per year	
proficient/	and structure lessons and	Task:		determine what students are learning and		
satisfactory	structure in	-Student	-Math Coach	method of instructional delivery	-Semester Exams	
performance	addition to		-8th Grade PLC			
in Algebra	planning and	improves	-8" Grade PLC			
(Levels 3-5).	preparing for FCAT 2.0	when	-District Math Resource		During the Grading Period	
	2.0		Teacher		During the Graumg reriou	
		presented			Algebra EOC assessments	
		with real				
		world				
		applications which they	How Monitored			
		approach by	DI C logs			
		explaining	FILC logs			
		the meaning	-Monitor student			
		of the	progress on Algebra EOC			
		problem	assessments.			
		and then				
		applying a variety of				
		strategies				
		and				
		justifying				
		their				
		solutions.				
		Action				
		Steps:				
		<u> </u>				
		-Utilize				
		sample				
		Algebra				
		EOC items				
		in instruction and on	L Company			
		and on assessments.				
		assessificits.				
		-Data chats				
		during 8 <sup>th</sup>				

		grade PLCs.			
Algebra Goal #1:	2012 Current Level of	2013 Expected Level of			
	Performance:	Performance:			
The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 49% to 52%.					
	49%	52%			

1.2.	1.2	1.2	1.2	1.2	
	Strategy/Task	<u>Who</u>		2x per year	
are at			teacher aggregate the walk-		
		-Math Resource Teacher	through data school-wide and	- District Formatives	
levels with	comprehension improves	District Math Dans and Tracker	shares with teachers the progress		
questioning	through frequent participation in higher order	-District Math Resource Teacher	of strategy implementation	-Semester Exams	
	thinking and discussion				
	activities to deepen and			<b>F</b>	
-PLC		How Monitored		During the Grading Period	
meetings					
need to		Math Resource Teacher will meet with		-Core Curriculum Assessments	
focus on		PLC's to review questions.			
identifying	Action Steps				
and writing		-Classroom walk-throughs using MS			
higher order questions		mathematics walk-through form focusing			
to deliver		on levels of questioning and student discussion.			
I I I	-Teachers plan higher order thinking questions	discussion.			
	and appropriate discussion	_			
	topics when creating lessons				
	to increase the lessons'				
	rigor and promote student				
	achievement.				
	-Teachers plan for				
	scaffolding questions to				
	meet the differentiated				
	needs of students.				
	-Use student data to monitor				
	the correlation of using				
	higher order questioning				
	techniques and student				
	achievement.				
	In the almost we				
	In the classroom				
	During the lessons,				
	teachers:				

			-Ask questions and use discussion topics created in PLCs that require students to engage in frequent higher order thinking.  -Wait for full attention from the class before asking questions and give wait time once questions are posed.  -Encourage students to elaborate and support responses with mathematical evidence.  -Scaffold questions to help students with incorrect answers.  -Engage all students in the discussion and ensure that all voices are heard.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 13% to 16%.	Level of	2013 Expected Level of Performance:			

13%	16%					
	2.2.	2.2.	2.2.	2.2.	2.2.	
	2.3	2.3	2.3	2.3	2.3	

#### **Mathematics Professional Development**

**Professional** 

**Development** 

(PD) aligned

with Strategies

through

**Professional** 

Learning

**Community** 

(PLC) or PD

**Activity** 

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
W E.C I		PLC Leader	M 1 D	meetings)	337 11 41 1	M 1 C 1
Writing Effective Lesson Plans	6-8	-Math On the Ground Coach	Math Department and course- specific PLCs	-October	-Walkthroughs	Math Coach
		-Math Coach		-PLC Meetings every two weeks	-Student Data	
Higher Order Thinking	6-8	-District Trainer	Math Department and course- specific PLCs	-November	-Walkthroughs	Math Coach
		-Math Coach		-On-going	-Student Data	
Kagan	6-8	-District Trainer	Math Department and course- specific PLCs	-January	-Walkthroughs	Math Coach
				-On-going	-Student Data	
Metacognitive Thinking in the Classroom	6-8	-All Greco Academic	Math Department and course- specific PLCs	-November	-Walkthroughs	Math Coach
		Coaches		-On-going	-Student Data	

## **PART II: EXPECTED IMPROVEMENTS**

## **Elementary and Middle School Science Goals**

Science Goals	Prob				
	lem-				
	Solving				
	Process				
	to				
	Increase				

	Student Achieve ment	1				
Based on the analysis of stud achievement data reference to "Gui Questions", ider and define area: need of improver	ent Barrier , and ding tify s in nent	l Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
for the followi group:	ng					

1. FCAT 2.0:	1.1	1.1	1.1	1.1	1.1	
Students scoring		1.1	1.1	1.1	1.1	
proficient/		Strategy	Who	Teacher Level	2x per year	
satisfactory	are at	Strategy	VV IIO	reaction Level	2x pci ycai	
	varying	Students'	Principal	Teachers reflect on lesson outcomes and use this	District-level baseline	
		science skills			and mid-year tests	
ccionco	in the use	will improve				
		through		-Teachers use the on-line grading system data to	L	
				calculate their students' progress towards their PLC		
	lesson plan	in the <u>5E</u>		and/or individual SMART Goal	Semester Exams	
	model.		Science SAL	DI CI. 1		
		<u>l model.</u>		PLC Level		
			<del>-</del>	-Using the individual teacher data, PLCs calculate	During the Grading	
		<b>–</b>	How Monitored		Period Period	
		Action Steps		and strin itti godi data doloss din Gidssos, Godinges.		
				PLCs reflect on lesson outcomes and data used to	-Common Grade Level	
				drive future instruction.	Benchmark Assessments	
			this strategy.			
		meet with		-For each class/course, PLCs chart their overall	- Common District	
		individual		progress towards the SMART Goal.	Big Idea Summative	
		grade levels/ teachers		Leadership Team Level	Assessments	
		to plan		Leadership Team Level		
		effective 5E		PLC facilitator/ Subject Area Leader/ Department		
		Instructional		Heads shares SMART Goal data with the Problem		
		Models.		Solving Leadership Team.		
		<b>.</b> .				
		- During PLCs,		-Data is used to drive teacher support and student supplemental instruction.		
		Science		supplemental instruction.		
		Coach and				
		Department				
		Head will				
		provide				
		additional				
		training				
		on the				
		individual components				
		of the 5E				
		Instructional				
		Model.				

	-PLCs write		
1	SMART		
	goals based		
	goals based		
	for units of		
	instruction.		
	-As a		
	Professional		
	Development		
	Development		
	activity in their PLCs,		
	their PLCs,		
	teachers		
	spend time		
	collabo		
	ratively		
	ratively building 5E		
	France of a self		
1	Instructional		
	Model for		
	upcoming		
	lessons.		
	- Grade level		
	PLCs will		
	develop one		
	develop one		
	common 5E		
	Instructional		
	Model per		
	quarter.		
	-PLC		
	teachers		
	instruct		
	students		
	Students : 4 5 F		
	using the 5E Instructional		
	Instructional		
1	Model.		
1			
	-At the end		
	of the unit,		
	teachers give		
	Leachers give		
	a common		
	assessment		
	identified		
	from the core		
		1	

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	<b>(65)</b>	(81)			
	25%	27%			
to 27%.					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 25%					
Science Goal #1:	Level of	t 2013 Expected Level of Performance			
		of the 5E Lesson Plans to drive future instruction.			
		-Based on the data, teachers discuss effectiveness			
		-Teachers bring assessment data back to the PLCs.			
		curriculum material.			

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

1.2.	1.2.	1.2	1.2.	1.2.
-PLCs	Strategy			2x per year
struggle			for PLCs to record	
with how		-Principal	and report during-the-	District-level baseline and mid-
to structure	improves through			year tests
curriculum		-AP	goal outcomes to	
conversatio	collaboratively to		administration, coach,	L
ns and data	focus on student	-Instructional Coaches	SAL, and/or leadership	
analysis to	learning using the 5E		team.	Semester Exams
	Instructional Model.	-Subject Area Leaders		
	Specifically, they use	DI C fo cilitatana of liles and des and/on liles accomes		
	the Plan-Do-Check-	-PLC facilitators of like grades and/or like courses		During the Conding Posited
barrier, this	Act model to structure			During the Grading Period
year PLCs	their way of work.			Common Crada Laval
are being	Using the backwards	How		-Common Grade Level
	edesign model for unit of instruction, teachers			Benchmark Assessments
Check-Act	focus on the following	PLC logs turned into administration/coaches		- Common District Big Idea
	four questions:	provides feedback		Summative Assessments_
l Unit" log.	i ioui questions.			Summative Assessments_
I Omt log.	1. What is it we	-Administrators attended targeted PLC meetings		
	expect them to			F I
	learn?	-Progress of PLCs discussed at Leadership Team		
	2. How will we	-Administration shares the data of PLC visits with		
	know if they	staff on a monthly basis.		
	have learned it?			
	3. How will we			
	respond if they			
	don't learn?			
	4. How will we			
	respond if they			
	already know it?	<del> </del>		
	Actions/Details			
	Within PLCs:			
	DI Comillant DI C			
	-PLCs will use a PLC			

og to monitor the	
ollowing:	
-Guide their Plan-	
Oo-Check-Act	
conversations and way	
of work.	
-Monitor the	
requency of meetings.	
All grade level/subject	
area PLCs collaborate	
times per month for	
surriculum planning,	
eflection, and data	
analysis.)	
maysis.)	
Washing with the same	
Working with the core	
surriculum, within	
grade level PLCs	
eachers will:	
-Unpack the	
penchmark and	
dentify what students	
need to understand,	
cnow, and do.	
mow, and do.	
-Plan for checks for	
- Figh 101 Checks 101	
understanding during	
he unit.	
-Use District made	
Big Idea Common	
Assessments.	
-Plan common	
penchmark	
issessments.	
-Plan upcoming	
essons/units using	
Coording units using	
he 5E Instructional	
Model.	

Reflect on the outcome of lessons taught
Analyze checks for understanding and core curriculum assessments.
Act on the core curriculum data by planning interventions for the whole class or small group.
-PLCs will generate SMART goals for upcoming units of instruction.
-PLCs will report SMART goal data through their logs.
As a Science Department
-PLC, share action plan successes and challenges of the grade levels courses.
-PLCs will adjust action plans based on teacher/coach walk- through data, PLC collaboration, and student data.

1.3	1.3	1.3	1.3	1.3
-Teachers ar	Stratogy	Who_	Teacher Level	Ov por voor
at varying	Strategy	W IIO	reacher Level	2x per year
skill levels	Student understanding	Principal	-Teachers reflect on	District-level baseline and mid-
	of the nature of	Timoipui	lesson outcomes and use	
the Nature	science benchmarks	APC	this knowledge to drive	y Car 10000
of Science	and scientific content		future instruction.	
		Science Resource Teachers (where available)		_
into the	when students are		-Teachers use the on-line	Semester Exams
content being	intellectually active in	Science Department Chairperson	grading system data to	
taught using	learning important and		calculate their students'	
appropriate	challenging science		progress towards their	
	content through the			During the Grading Period
strategies	use of appropriate	How Monitored	SMART Goal	
and	instructional			-Common Grade Level
technology.	methods, <u>scientific</u> processes, <u>laboratory</u>	-Classroom walk-throughs observing this strategy.	PLC Level	Benchmark Assessments
	experiences, and		-Using the individual	- Common District Big Idea
	uses of technology			Summative Assessments_
	(animations,		calculate the SMART	Summutive Assessments_
	probeware, digital		goal data across all	
	microscopy).		classes/courses.	
			-PLCs reflect on lesson	
	Action Steps		outcomes and data	
			used to drive future	
	-As a Professional		instruction.	
	Development activity			
	in their PLCs,		- For each class/course,	
	teachers spend time		PLCs chart their overall	
	sharing, researching, teaching, and modeling		progress towards the SMART Goal.	
	technology and hands-		DIVIAKT GOAL	
	on strategies.		Landarshin Taom Larra	
	on sualegies.		Leadership Team Level	
	-Within PLCs, teachers		-PLC facilitator/	
	plan for engaging		Subject Area Leader/	
	exploration of science		Department Heads	
	content using hands-on		shares SMART Goal	
	learning experiences,		data with the Problem	
	inquiry, labs,		Solving Leadership	
	technology (such as		Team.	
	probeware, simulations			

	1		i
	and animations) within	-Data is used to drive	
	the 5E Instructional	teacher support and	
	Model.	student supplemental	
		instruction.	
	-Teachers implement		
	the 5E Instructional		
	Model to promote		
	learning experiences		
	that cause students		
	to think, make		
	connections, formulate		
	and test hypotheses		
	and draw conclusions.		
	and draw concrasions.		
	-Teachers facilitate		
	student-centered		
	learning through		
	the use of the 5E		
	Instructional Model.		
	instructional Model.		
	-Common Core		
	Literacy Standards		
	for both Reading		
	and Writing are		
	appropriately		
	embedded throughout		
	the 5E Instruction		
	Model.		
	-Each teacher		
	maintains a record		
	of the number of		
1	occurrences of		
	engagement tasks		
	(hands-on-learning		
1	experiences, labs,		
	and technology) per		
	week. This data is		
1	then reported on the		
	Science PLC log.		
1	J. 120 105.		
	-Monthly, school		
	leaders conduct one-		
	on-one data chats with		
	on-one data chais with		

individual t	eachers		
using the da	ata gathered		
from walk-	through		
tools and en	ngagement		
task record			
teacher data	n/chats		
guide the le	adership's		
team profes	sional		
developme	nt plan		
	idually and		
whole facu			

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1.4	1.4	1.4	1.4	1.4
Not all teachers	<u>Strategy</u>		Science PLC Resource meetings	2x per year
understand		Principal		District-level baseline and mid-
integrate the			Reading Leadership Team	year tests
model into		Science Coach		F
instructional	reading techniques using on-grade-level	$\epsilon$	PLCs will track	Semester Exams
		Reading Leadership Team	achievement on the benchmark attached	During the Grading Period
	supplemental texts). Science teachers engage students in	CCLS Science Team	to the Close Reading passage comparing baseline achievement	-Common Grade Level
		Science SAL/DH		Benchmark Assessments
	placed within the 5E instructional model)		evaluation tool.	- Common District Big Idea Summative Assessments
		How Monitored		Summur (V ) issessments_
	high-Lexile, complex supplemental texts at	Administration, Coach, SAL walk-throughs		
		-PLC logs turned into administration.		
	-	-Administration provides feedback.		
	Action Steps			
	Professional Development			
	-The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading modelIn addition to the			

Science Coach and
SAL, the Reading
Coach will assist
science departmental
PLCs in, developing
lessons using the close
reading model.
reading moder.
The state of the s
-Teachers within
departments attend
professional
development provided
by the district/school
on text complexity
and close reading
models that are
most applicable to
science classrooms
and support the 5E
instructional model.
ansa dettotiat infeder.
In PLCs/Department
in I Des Department
-Teachers work
in their PLCs to
locate, discuss,
and disseminate
appropriate texts to
supplement their
textbooks.
-PLCs review Close
Reading Selections to
determine word count
and high-Lexile.
-PLCs assign
appropriate NGSSS
benchmark to Close
Reading passage
reading passage
-To increase stamina,
teachers select high-
reactions select inigh-

	Lexile, complex and
	rigorous texts that are
	shorter and progress
	throughout the year to
	longer texts that are
	high-Lexile, complex
	and rigorous_
	and rigorous_
	- Teachers debrief
	lesson implementation
	to determine
	effectiveness and
	level of student
	level of student
	comprehension and
1 1	retention of the text.
1 1	Teachers use this
1 1	information to build
	future close reading
	lessons.
1 1	
	During the lessons,
	teachers:
1 1	
	-Guide students
	through text without
	reading or explaining
	the meaning of the text
	using the following:
	Introducing critical
	vocabulary to ensure
	comprehension of text.
	Stating an essential
	question prior to
	reading readin
	Using questions
	to check for
	understanding.
	Using question to
	engage students in
	Andrida annualism.

			discussion.			
			Requiring oral and written responses to text.			
			-Ask text-based questions that require close reading of the text and multiple reads of the text.			
			During the lessons, students:			
			-Grapple with complex text.			
			-Re-read for a second purpose and to increase comprehension.			
			-Engage in discussion to answer essential question using textual evidence.			
			-Write in response to essential question using textual evidence.			
	-					
Based on the analysis of student	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement				How will the evaluation tool data be used to determine the effectiveness of strategy?		
for the following						

group:

2. FCAT 2.0:	2.1	2.1	2.1	2.1	2.1	
Students scoring		2.1	2.1	2.1	2.1	
Achievement		Ctuatogy	Who	Too short ovel	Dr. man	
Levels 4 or 5 in	are at	<u>Strategy</u>	<u>Who</u>	Teacher Level	2x per year	
l .	varying	Students'	Principal	Teachers reflect on lesson outcomes and use this	District-level baseline	
science.		science skills			and mid-year tests	
		will improve		knowledge to drive ruture instruction.	and mid-year tests	
		through	me	Teachers use the on-line grading system data to		
	and the 5E		Science Coach	calculate their students' progress towards their PLC		
	lesson plan				Semester Exams	
	model.		Science SAL			
		l model.		PLC Level		
			<u>_</u>			
		L			During the Grading	
				the SMART goal data across all classes/courses.	<u>Period</u>	
		Action Steps				
				-PLCs reflect on lesson outcomes and data used to	-Common Grade Level	
				drive future instruction.	Benchmark Assessments	
			this strategy.		,	
		meet with		-For each class/course, PLCs chart their overall	- Common District	
		individual		progress towards the SMART Goal.	Big Idea Summative	
		grade levels/ teachers		Leadership Team Level	Assessments	
		to plan		<u>Leadership Team Level</u>		
		effect 5E		PLC facilitator/ Subject Area Leader/ Department		
		Instructional		Heads shares SMART Goal data with the Problem		
		Models.		Solving Leadership Team.		
				5 r		
		- During		-Data is used to drive teacher support and student		
		PLCs,		supplemental instruction.		
		Science				
		Coach and				
		Department				
		Head will				
		provide				
		additional				
		training				
		on the individual				
		components				
		of the 5E				
		Instructional				
		Model.				

-PLCs write SMART	
SMART	
I landala kanad I	
goals based	
for units of	
instruction.	
-As a Professional	
Professional	
Development	
activity in their PLCs,	
their PI Cs	
teachers	
teachers	
spend time	
collabo	
ratively	
building 5E	
ratively building 5E Instructional	
Model for	
Widdel for	
upcoming	
lessons.	
- Grade level	
PLCs will	
develop one	
develop one	
common 5E	
Instructional	
Model per	
quarter. quarter.	
-PLC	
teachers	
instruct	
students	
using the 5E	
Instructional	
Model.	
MIOGO.	
-At the end	
of the unit,	
teachers give	
a common	
assessment	
identified	
from the core	

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	(5)				
		5% (12)			
to 5%.					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 2%					
Science Goal #2:	2012 Current Level of Performance	2013 Expected Level of Performance			
		of the 5E Lesson Plans to drive future instruction.			
		-Based on the data, teachers discuss effectiveness			
		-Teachers bring assessment data back to the PLCs.			
		curriculum material.			

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2.2.	2.2.	2.2	2.2.	2.2.
-PLCs	Strategy			2x per year
struggle			for PLCs to record	
with how	Student achievement	-Principal	and report during-the-	District-level baseline and mid-
to structure	improves through	A.D.		year tests
curriculum	teachers working	-AP	goal outcomes to	
conversatio	collaboratively to	-Instructional Coaches	administration, coach,	<b>-</b> I
ns and data	focus on student	-instructional Coaches	SAL, and/or leadership	Composition France
analysis to	learning using the 5E Instructional Model.	-Subject Area Leaders	team.	Semester Exams
	Specifically, they use	-Subject Area Leaders		
	the Plan-Do-Check-	PLC facilitators of like grades and/or like courses		
barrier, this	Act model to structure			During the Grading Period
year PLCs	their way of work.			
are being	Using the backwards			-Common Grade Level
trained to us	edesign model for unit	<u>How</u>		Benchmark Assessments
the Plan-Do-	of instruction, teachers	DI CI		
Check-Act	focus on the following	-PLC logs turned into administration/coaches		- Common District Big Idea
"Instructiona	four questions:	provides feedback		Summative Assessments_
l Unit" log.		-Administrators attended targeted PLC meetings		
	1. What is it we	Administrators attended targeted FLC incettings		<b>-</b> I
	expect them to	-Progress of PLCs discussed at Leadership Team		
	learn?	ringless of fibes discussed at beadership feath		
	2. How will we	-Administration shares the data of PLC visits with		
	know if they	staff on a monthly basis.		
	have learned it?			
	nave rearried it?			
	3. How will we			
	respond if they			
	don't learn?			
	4. How will we			
	respond if they			
	already know it?	<u>L</u>		
	Actions/Details			
	Within PLCs:			
	-PLCs will use a PLC			

1	log to monitor the		
1	following:		
1			
	Guide their Plan-		
1	P. Cl. 1 A 4		
1	Do-Check-Act		
	conversations and way		
1	of work.		
1			
1	Monitor the		
1			
1	frequency of meetings.		
	All grade level/subject		
	area PLCs collaborate		
	3 times per month for		
	curriculum planning,		
	reflection, and data		
	reflection, and data		
	analysis.)		
1	-Working with the core		
1	curriculum, within		
	grade level PLCs		
	teachers will:		
	teachers will.		
	Unpack the		
	benchmark and		
	identify what students		
	need to understand,		
1	know, and do.		
	know, and do.		
	Plan for checks for		
1	understanding during		
	the unit.		
	1 1		
	Use District made		
	Big Idea Common		
	Big idea Common		
	Assessments.		
	1 1		
	Plan common		
	benchmark		
	assessments.		
	assessments.		
	l n		
	Plan upcoming		
	lessons/units using		
	the 5E Instructional		
	Model.		

Reflect on the outcome of lessons taught	
Analyze checks for understanding and core curriculum assessments.	
Act on the core curriculum data by planning interventions for the whole class or small group.	
-PLCs will generate SMART goals for upcoming units of instruction.	
-PLCs will report SMART goal data through their logs.	
As a Science Department	
-PLC, share action plan successes and challenges of the grade levels courses.	
-PLCs will adjust action plans based on teacher/coach walk- through data, PLC collaboration, and student data.	

	2.3	2.3	2.3	2.3	2.3
	-Teachers are	Stratagy	Who_	Teacher Level	2x per year
	at varying	Strategy	WHO	reaction rever	<u> </u>
		Student understanding	Dringing!	-Teachers reflect on	District-level baseline and mid-
		of the nature of	i inicipai	lesson outcomes and use	
			APC	this knowledge to drive	year tests
		and scientific content	AIC	future instruction.	
			Science Resource Teachers (where available)	ruture mstruction.	<b>-</b>
	into the	when students are	Science Resource Teachers (where available)	-Teachers use the on-line	Semester Evams
			Science Department Chairperson	grading system data to	Semester Lauris
		learning important and		calculate their students'	
	appropriate	challenging science		progress towards their	
		content through the			During the Grading Period
	strategies		How Monitored	SMART Goal.	During the Grading Ferrod
	and	instructional	riow wiontored	SWITTET Goal.	-Common Grade Level
		methods, scientific	-Classroom walk-throughs observing this strategy.	PLC Level	Benchmark Assessments
	teemology.	processes, laboratory		I EC ECVCI	Deficilitation / 155055iffents
		experiences, and		-Using the individual	- Common District Big Idea
		uses of technology			Summative Assessments
		(animations,		calculate the SMART	<u> </u>
		probeware, digital		goal data across all	
		microscopy).		classes/courses.	
				-PLCs reflect on lesson	
		Action Steps		outcomes and data	
				used to drive future	
		-As a Professional		instruction.	
		Development activity			
		in their PLCs,		- For each class/course,	
		teachers spend time		PLCs chart their overall	
1		sharing, researching,		progress towards the	
1		teaching, and modeling		SMART Goal.	
<b> </b>		technology and hands-			
		on strategies.		Leadership Team Level	
		-Within PLCs, teachers		-PLC facilitator/	
		plan for engaging	1	Subject Area Leader/	
		exploration of science		Department Heads	
<b> </b>		content using hands-on		shares SMART Goal	
1		learning experiences,		data with the Problem	
<b> </b>		inquiry, labs,		Solving Leadership	
1		technology (such as		Team.	
		probeware, simulations		i cuiii.	
		processiale, similarations		ļ.	

		In a second second
	and animations) within	-Data is used to drive
	the 5E Instructional	teacher support and
	Model.	student supplemental
		instruction.
	-Teachers implement	
	the 5E Instructional	
	Model to promote	
	learning experiences	
	that cause students	
	to think, make	
	connections, formulate	
l	and test hypotheses	
	and draw conclusions.	
	and draw conclusions.	
	-Teachers facilitate	
1 I I	student-centered	
1 I I	learning through	
	the use of the 5E	
	Instructional Model.	
	-Common Core	
1 I I	Literacy Standards	
	for both Reading	
	and Writing are	
	appropriately	
	embedded throughout	
	the 5E Instruction	
	Model.	
	-Each teacher	
	maintains a record	
	of the number of	
	occurrences of	
	engagement tasks	
	(hands-on-learning	
	experiences, labs,	
	and technology) per	
	week. This data is	
	then reported on the	
	Science PLC log.	
	-Monthly, school	
	leaders conduct one-	
	on-one data chats with	

	individual teachers
	using the data gathered
1 1	from walk-through
	tools and engagement
	task records. These
	teacher data/chats
1 1	guide the leadership's
1 1	team professional
1 1	development plan
	(both individually and
	whole faculty).

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2.4	2	2.4	2.4	2.4	2.4
	ot all	Strategy_		Science PLC Resource meetings	2x per year
unde	lerstand S		Principal		District-level baseline and mid-
how integ		comprehension of science text improves		Reading Leadership Team	year tests
		when students are engaged in close	Science Coach		-
the 5	5E r	eading techniques			Semester Exams
mod	del. c	content-based text		PLCs will track achievement on the	
		textbooks and other supplemental texts).		benchmark attached to the Close Reading	During the Grading Period
	S		CCLS Science Team	passage comparing baseline achievement	-Common Grade Level
	t:	he <u>close reading</u>	Science SAL/DH	level to 80% mastery	Benchmark Assessments
	p	nodel (appropriately blaced within the 5E		using the proximal evaluation tool.	- Common District Big Idea
		nstructional model) using their textbooks	How Monitored		Summative Assessments_
		or other appropriate nigh-Lexile, complex	Administration, Coach, SAL walk-throughs		
	s	supplemental texts at			
		weeks.	-PLC logs turned into administration.		
	-	•	-Administration provides feedback.		
	A	Action Steps			
		Professional Development			
	t I e d t t	The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model.			
		In addition to the			

Science Coach and
SAL, the Reading
Coach will assist
science departmental
PLCs in, developing
lessons using the close
reading model.
reading moder.
The state of the s
-Teachers within
departments attend
professional
development provided
by the district/school
on text complexity
and close reading
models that are
most applicable to
science classrooms
and support the 5E
instructional model.
ansa dettotiat infeder.
In PLCs/Department
in I Des Department
-Teachers work
in their PLCs to
locate, discuss,
and disseminate
appropriate texts to
supplement their
textbooks.
-PLCs review Close
Reading Selections to
determine word count
and high-Lexile.
-PLCs assign
appropriate NGSSS
benchmark to Close
Reading passage
reading passage
-To increase stamina,
teachers select high-
reactions select inigh-

1	
	Lexile, complex and
	rigorous texts that are
1	shorter and progress
	throughout the year to
	longer texts that are
	high-Lexile, complex
1	and rigorous_
	- Teachers debrief
	lesson implementation
1	to determine
	effectiveness and
	level of student
1	comprehension and
1	retention of the text.
I	Teachers use this
1	
	information to build
1	future close reading
1	lessons.
1	
1	Desire that the same
1	During the lessons,
1	teachers:
1	
	-Guide students
1	through text without
	reading or explaining
1	the meaning of the text
1	using the following:
1	
1	Introducing critical
1	vocabulary to ensure
	comprehension of text.
	Stating an essential
	question prior to
	reading
1	Using questions
	understanding.
	Using question to engage students in
	Introducing critical vocabulary to ensure comprehension of text. Stating an essential question prior to reading Using questions to check for understanding.

	liscussion.
	-Requiring oral and
	written responses to
	ext.
	Ask text-based
	juestions that require
	close reading of the
	ext and multiple reads
	of the text.
	During the lessons,
	tudents:
	Grapple with complex
	ext.
	Re-read for a
	econd purpose
	and to increase
	comprehension.
	Engage in discussion
	o answer essential
	question using textual evidence.
	evidence.
	Write in response
	o essential question
	sing textual evidence.

### **Science Professional Development**

Professional Development (PD) aligned with Strategies

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

through Professional Learning Community (PLC) or PD Activity

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

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)	Grades 6-8	Science Coach/ SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model incorporating Nature of Science into content	Grades 6-8	Science Coach/ SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close reading into 5E Instructional Model	Grades 6-8	Reading Coach Science Coach	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

### PART II: EXPECTED IMPROVEMENTS

SAL

Reading Leadership Team

### Writing/Language Arts Goals

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

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

1. Students	1.1.	1.1	1.1	1.1	1.1	
scoring at						
Achievement Level	Students	Students'	Who	-Grade level PLCS write	Evidence of	
3.0 or higher in		ability to plan/	VV IIO		planning and	
writing.			-School Writing		prewriting on	
	of responses and		Resource Teacher		planning sheet.	
	ideas related to a		resource reaction	prewriting for essays.	pidining sheet.	
			-Principal/APC			
	witting prompt.	on a site-based	Timoipan Tir C			
			-Academic Writing	-Data will be analyzed		
			Coach	during PLCs to identify		
	-Teachers are at			the patterns of strengths		
	varying levels		-District Language Arts	and weaknesses		
			Supervisor	demonstrated by students		
	teaching writing.			in their fully-elaborated		
		- Information		body paragraphs using		
		will be gathered		complete sentences.		
			<u>How</u>			
	-Need to involve	walkthroughs,				
	the entire	and teacher/	-Walkthroughs,			
	department	coach		Results will be used to		
	in the	conferences	-Student work samples,	drive further instruction.		
	implementation		DI C 1			
		1 ~ ~	-PLC logs.			
		teachers'				
	instruction plan.	skill levels				
		on teaching				
		the planning/				
	- PLC meetings,	prewriting				
		process.				
	and teacher/	ľ				
	coach					
	conferences	-Teachers/coach				
	revealed a need	will collaborate				
	for teacher	to develop				
	support in	a site-based				
	instructing					
	students how	writing plan				

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	to plan before	that focuses			
	writing.	on planning/			
		prewriting.			
		-Within PLCs,			
		teachers/			
		writing resource			
		teacher will			
		attend ongoing			
		trainings/			
		professional			
		development in			
		order to support			
		the site-based			
		writing plan			
		that focuses			
		on planning/			
		prewriting.			
		-According			
		to site-based			
		writing plan,			
		teachers will			
		implement			
		instruction on			
		the planning/			
		prewriting			
		process as			
		evidenced by			
		walkthroughs,			
		student samples			
		and PLC logs.			
		and 1 LC 10gs.			
Hillshorongh 2012					

-In PLCs,		
teachers/coach		
will analyze		
the patterns of		
the strengths		
and weaknesses		
demonstrated		
by students in		
their planning/		
prewriting.		
Results will		
be used to		
drive future		
instruction.		
-LA teachers		
will instruct		
students on the		
utilization of		
the site-based		
writing plan.		
The Writing		
Coach will		
provide on-		
going training		
and modeling		
for LA teachers.		
-Non-LA		
teachers		
will provide		
students		
will practice		

	<u> </u>		
p	planning/		
	prewriting		
	opportunities.		
	Γhe Writing		
	Coach will		
	provide on-		
g	going training		
	and modeling		
	for non-LA		
l to	eachers.		
	Data from		
	district and site-		
	pased writing		
	assessments		
	will be		
	reviewed to		
	arget students		
	by writing		
d	deficiencies.		

<u>#1:</u>	Level of	2013 Expected Level of Performance:*			
The percentage of students scoring Level 3 or higher on the 2013 FCAT					
Writes will increase from 69% to 73%.					
	69%	73%			

1.2.	1.2.	1.2.	1.2.	1.2.	
	Students' ability to write			Fully-elaborated body	
	proficiently will improve		analyzed during	paragraph within an essay.	
	due to an emphasis on	-School Writing Resource			
	conferencing (checks		patterns of strengths		
	for understanding) with		and weaknesses		
	students about their		demonstrated by		
a an essay.	writing.	-Academic Writing Coach	students in fully developed essavs.		
		Č	1 3		
		-District Language Arts			
	Action Steps_	Supervisor			
at varying			Results will be		
	-Information will be		used to drive future		
	gathered by teacher		instruction.		
		<u>How</u>			
	and during PLCs to	Wall-dlaman alaa			
	determine knowledge of and comfort level	-Walkthroughs,			
	regarding conferencing	-Student work samples,			
	with students about their	Student Work Sumpres,			
	writing.	-PLC logs.			
department	· · · · · · · · · · · · · · · · · ·				
in the					
implementation					
	-Within PLCs, teachers/				
	writing resource teacher				
	will receive on-going				
	training/professional				
	development to support				
	writing conferencing as				
	a tool to improve writing				
	proficiency.				
-PLC meetings,					
walkthroughs, and teacher/					
coach	-Teachers will				
conferences	conference with students				
Connections	conference with students		Į		

revealed for teach support instructi students to write develope essay.	
	-During PLCs, teachers/ writing resource teacher will analyze data gathered from the conference logs to determine the patterns of strengths and weaknesses in student writing and target students who need further support or instruction. Results will be used to drive future instruction.

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	1.2	1 2	1 3	1 2	1 2	
	1.3.	1.3.	1.3.	1.3.	1.3.	
				-Grade level/course		
		will implement the		specific PLCs write		
		Plan-Do-Check-Act to		U	work/	
		strengthen the district-		the framework/		
	assigned	selected core curriculum.	School Writing Resource	curriculum-	curriculum-based common	
	curriculum/	Teachers will meet a	Teacher	based common	assessment	
		minimum of 3 times		assessment.		
	framework with	per month in PLCs	Principal/APC			
	fidelity.	with Writing Resource	-			
			District Reading Coach			
]		plan for engagement		-Data will be		
]				analyzed during		
]				PLCs to identify the		
		higher order thinking,		patterns of strengths		
		plan for assessment and		and weaknesses		
		analyzing data from		demonstrated		
		common curriculum-		by students in		
		based assessments, and		their framework/		
		plan to increase content		curriculum-		
		knowledge and pedagogy		based common		
		in order to implement	fidelity of implementation			
		district-selected core				
			- coach/teacher			
	revealed a need		conversations			
	for teachers' to	r		Results will be		
	increase rigor			used to drive future		
	using assigned		1	instruction.		
		Action Steps	- PLC logs emailed to	inon action.		
	irairie w ork/	renon oteps	Administration			
	curriculum with	-Information will be	r ignimilisti ution			
		gathered during PLCs,				
		walkthroughs, and site-				
		based literacy coaches'				
		meetings regarding				
		teachers' skill levels.				
		teachers skill levels.				
		In district trainings				
		rm district trainings		ļ		

and within PLC's, teachers and coaches will attend ongoing trainings/professional development to build teachers' skill levels.	
-Teachers will meet a minimum of 3 times per month on PLCs with site-based coaches to engage in on-going professional development in order to plan effectively.	
-Teachers in the classroom will implement new knowledge of think-pair-share, text-dependent higher order thinking, assessment and analyzing data from common curriculum assessments, and content and pedagogy, while teaching assigned framework/curriculum as evident by:  • walkthroughs looking for 1) pacing and 2) fidelity of implementation,	

<ul> <li>coach/teacher conversations,</li> <li>student samples, and PLC logs</li> </ul>
-At the end of a unit of instruction, teachers give a framework/ curriculum-based common assessment and bring results to the PLC meeting.
-In PLCs teachers/ coaches analyze the assessment results.  - Grade level PLCs use a Plan-Do-Check Act "Unit of Instruction" log to guide their discussion and way of work.  -In PLCs teachers/ coaches develop a plan to act on the data. The plan will address the needs of struggling students who are not learning and the needs of students who have mastered the skill/ standards taught.

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1			

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Ι	1.4	1.4	1.4.	1.4	1.4.	
	-Teachers are	Student achievement	<u>Who</u>	School and district	Think-Pair-Share	
	at varying	improves when students		resource teachers	Walkthrough Form	
	skill levels		School Reading Coach	aggregate the walk-		
	with student	in learning important		through data school-		
	engagement			wide and shares		
	techniques	Specifically, Language	Teacher	with teachers the		
		Arts teachers will utilize		progress of strategy		
			Principal/APC	implementation		
	DI G	engagement technique.				
	-PLC meetings	Strategically, the Writing	<b>L</b>			
	need to focus	Resource Teacher, will				
	on identifying student	work with Language Arts teachers. The Writing	HOW_			
			-Administrator or			
	engagement techniques.	also collaborate with	coach/resource teacher			
	teeninques.	Reading Coach to	walkthroughs for			
		support Social Studies	utilization of think-pair-			
			share in lessons.			
		and Breetive Teachers.	Share in lessons.			
			-Coach/teacher			
			conversations			
		Action Steps				
		<u>*</u>	-Review PLC logs			
		- Information will be				
		gathered from teacher	L			
		survey s, during PLCs,				
		walkthroughs, and site-				
		based literacy coaches'				
		meetings regarding				
		teachers' skill levels				
		in utilizing think-pair-				
		share as an engagement				
		technique through the				
		district-selected core curriculum.				
		Curriculum.				

-In district trainings, school professional development, and PLCSs, teachers will attend ongoing trainings/professional development to build teachers' skill levels in utilizing think-pair-share through the district-selected core curriculum.
-Teachers in classrooms will implement new knowledge of utilizing think-pair-share through the district-selected core curriculum as evident by walkthroughs and artifacts.

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

1.5	1.5	1.5	1.5	1.5	
-Teachers struggle with planning/ teaching assigned curriculum/ framework with fidelity.  -Teachers are at varying levels of levels of content knowledge and pedagogy.	Students' reading, writing, language and listening/speaking skills	-Writing Resource Teacher -Principal/APC	Coaching cycle will be revisited as	Anecdotal Records Student Work Samples	
- Student assessment data revealed a need for teachers' to increase rigor using assigned framework/ curriculum with fidelity.					

support teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats.	
-Coaching cycle will be revisited as appropriate based on the needs of the individual teacher.	

#### 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 Subject

Grade Level/

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

(e.g., Early Release) and

Schedules (e.g., frequency of meetings)

PLC Leader

Hillsborough 2012 Rule 6A-1.099811

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	6-8	PLC facilitators	Language Arts Teachers	On-going		
		Academic Coacl	n PLC-grade level and vertical team	ns	PLC logs turned into administration	Academic Coach
Writing Holistic Scorin Training	g					
	6-8		Language Arts Teachers  n PLC-grade level and vertical team	On-going	-Administration or Coach walk- throughs -PLC logs turned into administration	Academic Coach
Mode-based Writing Training Springboard Pacing	6-8		Language Arts Teachers  n PLC-grade level and vertical team	On-going	-Administration or Coach walk- throughs -PLC logs turned into administration	Academic Coach
Rubric Training	6-8		Language Arts Teachers  n PLC-grade level and vertical team	On-going as	-Administration or Coach walk- throughs -PLC logs turned into administration	Academic Coach
Higher-Order Thinking	6-8		Language Arts Teachers  n PLC-grade level and vertical team	On-going	-Administration or Coach walk- throughs -PLC logs turned into administration	Academic Coach

## **PART II: EXPECTED IMPROVEMENTS**

#### **Attendance Goal(s)**

Attendance Goal(s)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
	to meet on a regular basis throughout the school year.  -Need support in implementing Tier 1 attendance strategies with	PSLT will review the school's attendance plan and discuss	and agenda discussing	wide data from Tier 1 school wide attendance.	1.1 Instructional Planning Tool Attendance/ Tardy data Reports on Demand	

Attendance Goal #1:  1. The attendance rate will increase from 91.6% in 2011-2012 to 94% in 2012-2013.	
1. The attendance rate will increase from 91.6% in 2011-2012 to 94% in 2012-2013.	
will increase from 91.6% in 2011-2012 to 94% in 2012-2013.	
will increase from 91.6% in 2011-2012 to 94% in 2012-2013.	
will increase from 91.6% in 2011-2012 to 94% in 2012-2013.	
in 2011-2012 to 94% in 2012-2013.	
2012-2013.	
2. The attendance rate	
will increase from 91.6%	
in 2011-2012 to 94% in	
2012-2013.	
The number of students	
who have 10 or more	
unexcused absences	
throughout the school year will decrease by 10%	
will decrease by 1070	
3. The number of students	
who have 10 or more	
unexcused tardies to	
school throughout the school year will decrease	
by 10%.	
01 (0/ 040/	
91.6%   94%	

	Number of	2013 Expected Number of					
<u> </u>	Excessive	Students with Excessive					
	Absences	Absences					
	(10 or more)	(10 or more)					
	• 1 0	10-					
		197					
	Number of	2013 Expected Number of					
S	Students with Excessive Tardies 10 or more)	Ct					
	10 or more)	Excessive Tardies	ļ				
		(10 or more)					
4	4	3					
		1.2	1.2	1.2	1.2	1.2	
				leaders/ Department Heads/	randomly asked to	None	
			Students will be paid bi- weekly with cub bucks	Teachers will monitor	show their ledgers of cub bucks to		
			for perfect attendance or		ensure they are		
			attendance improvement. They can use these to		being reinforced accordingly.		
			purchase items they desire				

1.3	1.3	1.3	1.3	1.3
1.5	1.5	1.5	1.5	1.5
continued dialogue with students/teachers regarding the importance of attendance.	Grade level homeroom attendance winners will be rewarded/recognized monthly. Monthly those homerooms with the highest attendance average, as well as most improved, will receive a reward (hot dogs/burgers/bingo, etc.).	PSLT		Instructional Planning Tool, Print Systems reports through SDHC
1.4	1.4	1.4	1.4	1.4
with perfect	Tier 1  Monthly, all students with perfect attendance will be provided an incentive.	PSLT	The attendance committee will desegregate data to determine those students who had perfect attendance on a monthly basis	Print Systems through SDHC, Instructional Planning Tool
1.1	1.1	1.1	1.1	1.1
do not respond to Tier 1 interventions needing more supplemental remediation		Attendance Committee Admin	The attendance committee will extrapolate data to determine those students who need more intensive Tier 2 remediation.	Instructional Planning Tool, Ed Connect

	1.2	1.2	1.1	1.2	
	<u>Tier 2</u>	Attendance Committee	Attendance Monitor is provided list	SDHC	
	Phone calls will be made to parents of children who		of children with excessive absences.		
	are accruing excessive absences. 5 absences and 10 unexcused absences		1.2		
	letters will be sent out notifying parents of		Parent Liaison sends letters out to parents		
	attendance concerns.		for students with 5 absences and 10		
			unexcused days absences.		

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

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

PD Content /Topic Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring

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

Training on SB90710 6-8 Social Worker School-wide October Attendance Committee

and attendance interventions done within the classroom

Hillsborough 2012 Rule 6A-1.099811

Revised July 18, 2012 150

# Suspension Goal(s)

	Problem- solving Process to Decrease Suspensio n				
Based on the analysis of suspension data, and reference to "Guiding Questions", 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	

1 0	1 1	1 1	l <sub>1 1</sub>	l <sub>1 1</sub>	IDITIE EAGLODS	i
1. Suspension	1.1	1.1	1.1	1.1	UNTIE , EASI ODR	
					and suspension data	
		Tier 1	Who	F I DE I /Dellavioi	cross-referenced with	
	intervention				mainframe discipline	
	and	-Positive	-PSLT Committee	data on Office Discipline	data	
	implementatio	Behavior		Referrals ODRs and out		
	n time.	Support (PBS)	-Leadership Team	of school suspensions,		
		or CHAMPS	1	ATOSS data monthly.		
		will be	-Administration			
		implemented				
	-There needs	to address				
	to be common	school-wide				
	school-wide	expectations				
		and rules, set				
	and rules for	these through				
	appropriate	staff survey,				
	classroom	discipline				
		data, and				
		provide				
		training				
		to staff in				
		methods for				
		teaching and				
		reinforcing				
		the school-				
		wide rules and				
		expectations.				
		-Providing				
		teachers with				
		resources for				
		continued				
		teaching and				
		reinforcement				
		of school				
		expectations				
		and rules.				
		-Leadership				
		team conducts	I	I	I	

walkthroughs using a PBS or CHAMPS walk- through form (generated by the district RtI facilitators).		
-Where needed, administration conducts individual teacher walk- through data chats.		

Suspension Goal #1:	2012 Total	2013 Expected			
Suspension Goal #1:	Number of	Number of			
		rumoer or			
1. The total number of In-School Suspensions					
will decrease by 10%.	In <u>-School</u> Suspensions	In- School			
	Suspensions	<u>Suspensions</u>			
2. The total number of students receiving In-					
School Suspension throughout the school year					
will decrease by 10%.					
will decrease by 1070.					
3. The total number of Out-of-School					
Suspensions will decrease by 10%.					
4. The total number of students receiving Out-					
of-School Suspensions throughout the school					
year will decrease by 10%.					
[					

1	046	941					
Nu Stu	umber of udents	2013 Expected Number of Students					
Sus	<u>ispended</u>	Suspended In -School					
4	108	367					
Ou	012 Number of ut-of-School uspensions	2013 Expected Number of					
		Out-of-School Suspensions					
1	040	936					
Nu Stu	umber of udents	2013 Expected Number of Students Suspended					
<u>Ou</u>	ut- of- School	Out- of-School_					
1	19	107					
			1.2.	1.2.		1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

#### **Suspension Professional Development**

Professional

**Development** 

(PD) aligned

with Strategies

through

Professional

Learning

**Community** 

Hillsborough 2012

Rule 6A-1.099811

#### (PLC) or PD Activity

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

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
D 10 D 1 1	( 0		0.1 1 11	2 /	A 1 COLOR DE LA CO	A 1 COLOR DO
Positive Behavior Support (PBS)	6-8	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-
		USF Trainer				throughs
CHAMPS	6-8	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

# **Health and Fitness Goal(s)**

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data,	er			How		
identify and define			will the	will the evaluation		
			monitored	tool data		
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need of				determine		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

During	2012	2013			
the 2012-	Cur	Expe			
2013	rent	cted Level			
school	Level	Level			
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number					
of					
students					
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Zone"					
(HFZ)					
on the					
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assessing					
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and					
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ascular					
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will					
increase					
from					
27%					
on the					
Pretest					
to 37%					
on the					
Posttest.					
Schools					
will enter					
the data					
after the					
Pretest					
and					
Posttest.					
Make					
sure there					

is at least a 10% between the Pretest and Posttest.							
	27 %	37 %					
			Health and	ipal's designee.	Data on the number of stud ents scoring in the Hea	FITNES SGRAM PACER for assessing cardiov ascular	

physical educatio n classes per week for a minimu m of one semester per year with a certified physical educ ation	Class room walk- through s Class schedul es	3. PACER test compone nt of the FITNES SGRAM PACER for assessing cardiov ascular health.	
teacher.			

**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.

and/or PLC Focus

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

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

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

# **Continuous Improvement Goal(s)**

ADD ITIO NAL GOAL (S)	Pro ces s to In cre ase St ud ent Ac hie ve me			
	nt			

Based	Ant	Strat	Fidelity	Strategy	Student	
on the	icip	egy	Check	Data	Evalu	
analysis	ated			Check	ation	
of school	Barri		Who		Tool	
data,	er			How		
identify and define			will the	will the		
and define			fidelity be	evaluation		
			monitored	tool data		
areas in			?	be used to		
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nt:				effectiv		
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				strategy?		

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

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

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

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

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who	-	ŀ			
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indicator					
that					
"teachers					
meet on					
a regular					
basis to					
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students'					
learning,					
share best	:				
practices,					
problem					
solve and					
develop					
lessons/					
assessm					
ents that					
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student					
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mance					
(under					
Teaching					
and					
Learnin					
g)" will					
increase					
from 60%	1				
in 2012					
to 75% in					
2013.					

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

60 %	75 %			

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

1.2	1.2	1.2	1.2	1.2	
Not	Leaders	Who	"Quick	PLC	
	hip team		" PLC	Survey	
		Leadershi	inform	materials	
				from	
	survey		surveys	-	
	inform		will	to Teach	
	ation		be	(Anne	
		How		Jolly)	
	nine	110 W	stered	Jony)	
	weeks to	Loodora	during		
		hip team			
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	for PLC	o me data	every		
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		future PLC training	

#### **Continuous Improvement Goals Professional Development**

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

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

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

PLC Leader

PLC Facilitators

meetings)

**PLCs** 

Plan-Do-Check-Act Model

Leadership Team Leadership Team School-wide

PLCs meet every three weeks Administrator and leadership team for Plan-Do-Check-Act PLCs. walk-throughs

Leadership Team

All teachers Subject Area

Leaders

Administrator and leadership attendance

at PLC meetings

PLC Survey data

## **Reading Florida Alternate Assessment Goals**

	A.1.	A.1.	A.1.	A.1.	A.1.	
Alternate Assessment:		Saa				
Students scoring		See				
proficient/ satisfactory		Rea				
performance in reading (Levels 4-9).		ding				
4-7).		Goal				
		5d				

	2012 Current Level of Performance:	2013 Expected Level of Performance					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will increase by 3%.							
	<b>76%</b>	<b>79%</b>					
						A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

Alternate Assessment: Percentage of students making Learning Gains in reading.		See Rea ding Goal 5d	B.1.	B.1.	
Reading Goal B:  The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	Performance:	2013 Expected Level of Performance:			

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

C. Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient/						
satisfactory		See				
performance in Listening/		Reading				
Speaking.		ELL				
		Goal				
		5C.1,				
		5C.2,				
		5C.1, 5C.2, 5C.3 and 5C.4				
		5C.4				
CELLA C. 1//C						
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
L						
The percentage of students scoring						
proficient on the 2013 Listening/						
Speaking section of the CELLA will						
increase from 40%						
to <b>43</b> %.						
	400/					
	40%					

	•	•		•		
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
English at grade						
level text in a manner similar to non-ELL			Who and how will the fidelity be monitored?	How will the evaluation		
students.				tool data be used		
State III.				to determine the		
D. Ct., donts	2.1.	2.1.		effectiveness of strategy? 2.1.	2.1.	
	۷.1.	2.1.	2.1.	۷.1.	2.1.	
scoring						
proficient/		See				
satisfactory		1				
performance in		Dooding				
Reading.		Reading				
		ELL				
		Goal				
		5C 1				
		PC.19				
		5C 2				
		DC.4,				
		EC 2 2 3				
		5C.1, 5C.2, 5C.3 and				
		5C.4				

	2012 Current Percent of Students Proficient in Reading:					
	33%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	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	

0.1	b 1	h 1	b 1	b 1	
2.1.	2.1.	2.1.	2.1.	2.1.	
	<b> 266</b>				
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	DC.3 and				
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	5 <i>C 4</i>				
		See Reading ELL Goal 5C.1,	See Reading ELL Goal	See Reading ELL Goal 5C.1,	See Reading ELL Goal 5C.1,

The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 38% to 41%.	Students Proficient in Writing:			
	38%			

## **Math Florida Alternate Assessment Goals**

Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
of student achievement		Strategy	Fidenty Check	Strategy Data Check	Student Evaluation 1001	
data, and reference to						
"Guiding Questions",			Who and how will the fidelity	How will the evaluation tool data be used to		
identify and define areas			be monitored?	determine the effectiveness of strategy?		
in need of improvement						
for the following group:						
F. Florida	F.1.	F.1.	F.1.	F.1.	F.1.	
Alternate						
Assessment:		l				
•		See				
Students scoring						
at in mathematics		h. 15				
(Levels 4-9).		M				
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Mathematics Goal F:  The percentage of students scoring a Level 4 or higher on the 2013 FAA will increase by 3%.	2012 Current Level of Performance	2013 Expected Level of Performance					
	64%	67%					
				F.2.		F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

Alternate Assessment: Percentage of students making	See	G.1.	G.1.	G.1.	
Learning Gains in mathematics.	M ath Goal				
	5d				

The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	Level of Performance:	Level of Performance					
	54%	55%					
						G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

# **Science Florida Alternate Assessment Goal**

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

			i.	i		•
	J.1.	J.1.	J.1.	J.1.		
Alternate						
Assessment:	-Need to	<u>Strategy</u>	Who	Teacher Level		
Students scoring	provide					
at proficient in	a school	SWD student	Principal, Site	-Teachers reflect on lesson outcomes		
science (Levels 4-	organizatio	achievement		and use this knowledge to drive future		
9)			Principal	instruction.		
)·		through the				
	procedure	effective and		-Teachers use the on-line grading system		
	for regular	consistent		data to calculate their students' progress		
			How	towards their PLC and/or individual		
		ntation of		SMART Goal		
	1011011 01		IEP Progress Reports			
			reviewed by APC	PLC Level		
		strategies,				
		modificat		-Using the individual teacher data, PLCs		
	this barrier,	ions, and		calculate the SMART goal data across all		
		accommodati		classes/courses.		
	P 000 00	ons.		Dr. G. G. J. J. J. J. J. J. J. J. J. J. J. J. J.		
	system in	T1 1 4		-PLCs reflect on lesson outcomes and data		
		-Throughout		used to drive future instruction.		
	this school	the school		For each alogg/course DLCs short their		
		year, teachers		- For each class/course, PLCs chart their overall progress towards the SMART		
		of SWD		Goal.		
		review		Goal.		
		students'		Leadership Team Level		
		IEPs to		<u>Leadership Team Level</u>		
		ensure that		PLC facilitator/ Subject Area Leader/		
		IEPs are		Department Heads shares SMART Goal		
		imple		data with the Problem Solving Leadership		
		mented		Team.		
		consistently				
		and with		Data is used to drive teacher support and		
		fidelity.		student supplemental instruction.		
		-Teachers				
		(both				
		individually				
		and in PLCs) work to				
		improve upon both				
		individually				
		marvidualiy				

		and collectively, the ability to effectively implement IEP/SWD strategies and modifica tions into lessons.					
Science Goal J:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will increase by 5%.							
	63%	68%					
				J.2.		J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

# **NEW Writing Florida Alternate Assessment Goal**

Writing Goals	Problem- Solving Process to Increase Student Achieve ment				
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	

M. Florida	M.1.	M.1.	M.1.	M.1.	On-going writing prompts	
Alternate	141.1.	141.11.	141.1.		and assessments	
	Mandan	Strategy	Who	Teacher Level		
Assessment:	-Need to provide	Strategy	WIIO	reacher Level		
1,,	a aabaal	SWD student	Principal, Site	-Teachers reflect on lesson outcomes		
at 4 or higher in	a school	achievement	Administrator Assistance	and use this knowledge to drive future		
writing (Levels 4-	structure and	improves	Principal	instruction.		
9).	procedure	through the	Timospai	mon detroit.		
		effective and		Teachers use the on-line grading		
	and on-going			system data to calculate their students'		
	review of	impleme		progress towards their PLC and/or		
		ntation of		individual SMART Goal		
		students'	IEP Progress Reports			
	address this	IEP goals,	reviewed by APC	PLC Level		
	barrier, the	strategies,				
	APC will put	modificat		-Using the individual teacher data, PLCs		
	a system in	ions, and		calculate the SMART goal data across		
	place for this			all classes/courses.		
	school year.	ons.				
		TT 1 .		PLCs reflect on lesson outcomes and		
		-Throughout		data used to drive future instruction.		
		the school		For each close/serves DLCs shout their		
		year, teachers		-For each class/course, PLCs chart their overall progress towards the SMART		
		of SWD		Goal.		
		review		Goal.		
		students'		Leadership Team Level		
		IEPs to		<u> Leadership Team Lever</u>		
		ensure that		PLC facilitator/ Subject Area Leader/		
		IEPs are		Department Heads shares SMART		
		imple		Goal data with the Problem Solving		
		mented		Leadership Team.		
		consistently		-		
		and with		-Data is used to drive teacher support		
		fidelity.		and student supplemental instruction.		
		-Teachers				
		(both				
		individually				
		and in PLCs)				
		work to				
		improve upon both				
		individually				
		marviduany				

		and collectively, the ability to effectively implement IEP/SWD strategies and modifica tions into lessons.					
Writing Goal M:	2012 Current Level of	2013 Expected Level of					
	Performance:	Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will increase by 3%.							
	<b>64%</b>	<b>67%</b>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

# 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
STEM Goal #1:  Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	science, ELA and other STEM teachers		lead -Subject Area Leaders	through	1.1  Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

### **STEM Professional Development**

Professional Development (PD) aligned with Strategies Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

through Professional Learning Community (PLC) or PD Activity

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

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Project-based learning	6-8	SALs	Science, Math, ELA, Social Studies and Technology teachers PLCs	On-going	Administrator walk-through	Administration
Curriculum Integration	6-8	STEM team teachers	Science, Math, ELA, Social Studies and Technology teachers PLCs	Quarterly	Curriculum submitted to STEM district liaison	Team Leader, Administration

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

CTE Goal(s)	Problem-		
	<b>Solving Process</b>		
	to Increase		
	Student		
	Achievement		

Based on the analysis of school data, identify and	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
define areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Sustain/Increase the number of Career Technical Student Organization chapters from 1 in 2011-2012 to 2 in 2012-2013.		Increase student participation in CTSO competitions/events.		Aggregate and analyze the data every quarter to develop next steps	Log of number of CTSO events  Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

### **CTE Professional Development**

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

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

PD Content /Topic Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring

CTE Contact Teacher

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

PLC Leader School-wide) Schedules (e.g., frequency of meetings)

Establishing or growing 6-8 District CTE Teachers October, 2012 Log of events and attendance

a CTSO.

#### **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.)

ſ	School		
	Differentiated		
	Accountability		

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

Status		
□Priority	□Focus	Prevent

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

#### **School Advisory Council (SAC)**

SAC Membership Compliance

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

	Yes	No
_	1 65	110

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

<b>Describe the use of SAC funds.</b>			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Anticipated expenditures	Teacher Mini-Grants Approved by SAC: In support of SIP goals.	\$2,560.00	
Final Amount Spent			