Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

Monroe Middle School Global Leadership Academy

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Monroe Middle School	District Name: Hillsborough
Principal: Kenneth Hart	Superintendent: MaryEllen Elia
SAC Chair: Stephanie Dershem and Andrea Stingone	Date of School Board Approval: Pending school board approval

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.) Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.) High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
		Certification(s)	Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains, Lowest
			Current School	Administrator	25%), and AMO progress along with the associated school year)
Principal	Kenneth Hart	MA Educational Leadership	0	27	11/12: % AYP
					10/11: % AYP
					09/10: % AYP
Assistant	Darrell Faber	MA Educational	0	6	11/12: % AYP
Principal		Leadership			10/11: % AYP
1		1			09/10: %AYP
Assistant	Denise Anderson	MS Educational Leadership	9	9	11/12: D % AYP
Principal		Elementary Education			10/11: C 72% AYP
1		K-6			09/10: C 82% AYP
Administrative	Bruce Miller	MS Ed Leadership	2	2	11/12: D % AYP
Resource		BS Elem. Ed (grades 1-6)			10/11: C 72% AYP
Teacher					

Highly Qualified Instructional Coaches

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

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
Area		Certification(s)	Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
			Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated
					school year)
		MA Reading	16	12	11/12: D % AYP
Deading	Dataiaia Fishan	Early Childhood	-		10/11: C 72% AYP
Reading	Patricia Fisher	Elementary Education			09/10: C 82% AYP

Writing	Nicole Starbuck	BS Public Relations MA Reading Education English 6-12 Reading k-12 ESE K-12 ESOL	0	0	11/12: A AYP 10/11: A 92% AYP 09/10: A 92% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	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-	Provide the strategies that are being implemented to support the staff in becoming highly effective
of-field/ and who are not highly effective.	

Hillsborough 2012	
Rule 6A-1.099811	
Revised July, 2012	

9 out of field 7 not highly qualified	Depending on the needs of the teacher, one or more of the following strategies are implemented. <u>Administrators</u> Meet with the teachers 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)
	<u>Academic Coach</u>
	• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis
	Subject Area Leader/PLC
	• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as
	an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
54	14% (4)	24%(13)	31%(17)	37%(20)	43%(23)	87%(47)	11%(6)	1%(1)	20%(11)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Andrea Stingone	Natalie Laguela	Lead Teacher	Edline
Andrea Stingone	Jason Crawford	Lead Teacher	Edline

Andrea Stingone Lewis Sin	Singleton	Lead Teacher-UNESCO Program	Curriculum Coaching
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors. Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met. Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice. Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools. Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The Leadership team includes:
• Principal
Assistant Principal for Curriculum
Assistant Principal for Administration
Guidance Counselor
School Psychologist
Social Worker
• Academic Coaches (Reading and Writing),
• ESE teacher
Subject Area Leaders
• Team Leaders
SAC Chair
ELP Coordinator
• ELL Representative
• Attendance Committee Representative
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to
organize/coordinate MTSS efforts?
Meetings are held bi-monthly with running agenda much like our PLC process.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI
Problem-solving process is used in developing and implementing the SIP?
The PLC process of our team uses the Plan Do Check Act model to evaluate and provide strategy input and feedback to the SIP process.
MTSS Implementation

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data is from county systems such as IPT, EASI, EdLine and SDHC as well as individual classroom assessments (formative and summative)

Describe the plan to train staff on MTSS.

Teachers will be trained to implement the problem solving model within their PLCs using data from their common assessments in order to differentiate instruction. Low 3's and high 2's will be identified at each grade level, assessment data monitored and students mentored to drive future instruction.

Describe plan to support MTSS.

Literacy Leadership Team (LLT)

 Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels. 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. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. 	School-Based Literacy Leadership Team
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) Team/PSLT) Implementation of research-based scientifically validated instructional strategies and/or interventions.	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
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) Implementation of research-based scientifically validated instructional strategies and/or interventions.	 Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels. 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. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
	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) Implementation of research-based scientifically validated instructional strategies and/or interventions.

Revised July, 2012

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.

Reading Coach will monitor all subjects according to weekly walk through to determine fidelity of implementation of cross content reading strategies. Strategy Implementation calendar will be monitored by STAAR team in monthly meetings.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

		i	i	í	1	i
1. FCAT 2.0: Students						
scoring proficient in	Prior to this	Reading teachers will		Teachers/PLCs use data	3x per vear	
reading (Level 3-5).	school year, a	implement the Plan-	Walk-through data	gathered from checks for	- FAIR	
	plan was not	Do-Check-Act to	Student assessment data	understanding and core		
	implemented to	strengthen the core	Teacher-coach data chats	curriculum assessments to drive		
	train teachers	curriculum. Teachers		future instruction. Common	During the Creding	
	outside of the	will meet a minimum		core curriculum assessment data	During the Grading	
	reading area	3 times per month		and teacher walk-through data	Period	
	on reading	in PLCs with site-		is shared with the Leadership	- Common assessments	
	strategies.	based coaches to plan		Team. This data is used to drive		
	Prior to this	collaboratively.		problem-solving, professional	end of unit, intervention	
	school year,	Teachers will		development, teacher support,	checks	
	minimal	effectively unpack		and supplemental instruction.		
	emphasis on	and deliver reading		The data gathered by the		
	higher order	assessment through		Leadership team is shared every		
	questions	the core curriculum.		three weeks with the district		
	(especially	Data will be used to		STAAR team using the problem		
	text dependent	differentiate future		solving model. Specifically,		
	questions.	instruction. Reading		the data is examined using the		
	Prior to this school year,	Coach will conduct coach-teacher data		following questions: 1) What is the evidence of implementation,		
		chats.		2) What are the concerns? What		
	meet in PLCs	Student reading		are the celebrations? and 3)		
	and collaborative	U U		What are the next steps?		
	plan.	improves when		what are the next steps?		
	piun.	students are required				
		to provide evidence to				
		support their answers				
		to text-dependent				
		questions.				
		Students' reading				
		comprehension				
		improves when				
		students are engaged				
		in specific close				
		reading strategies,				
		such as AVID's				
		marking the text,				
		writing in the				
		margins, and Socratic Seminars, in complex				
		text across content				
		areas.				

Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 36% to 39%.		2013 Expected Level of Performance:*				
	36%	39%				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

Levels 4 or 5 in reading.	Prior to this school year, a plan was not implemented to train teachers outside of the reading area on reading strategies. Prior to this school year, minimal emphasis on higher order questions (especially text dependent questions. Prior to this school year, teachers did not meet in PLCs and collaborative plan.	Prior to this school year, a plan was not implemented to train teachers outside of the reading strategies. Prior to this school year, minimal emphasis on higher order questions (especially text dependent questions. Prior to this school year, teachers did not meet in PLCs and collaborative plan.	PLC Logs Walk-through data Student assessment data Teacher-coach data chats	Teachers/PLCs use data gathered from checks for understanding and core curriculum assessments to drive future instruction. Common core curriculum assessment data and teacher walk-through data is shared with the Leadership Team. This data is used to drive problem-solving, professional development, teacher support, and supplemental instruction. The data gathered by the Leadership team is shared every three weeks with the district STAAR team using the problem solving model. Specifically, the data is examined using the following questions: 1) What is the evidence of implementation, 2) What are the concerns? What are the celebrations? and 3) What are the next steps?	During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks	
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 13% to 16%	Level of	2013 Expected Level of Performance:*				
	13%	16%				

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

3. FCAT 2.0: Points for		1	1	1 1	
students making Learning	Reading teachers will		Teachers/PLCs use data	3x per year	
Gains in reading. Prior to this	implement the Plan-	PLC Logs	gathered from checks for	- FAIR	
school year,		Walk-through data	understanding and core		
plan was not	strengthen the core	Student assessment data	curriculum assessments to drive		
implemented		Teacher-coach data chats	future instruction. Common	During the Grading	
train teachers	will meet a minimum		core curriculum assessment data		
outside of the	1 1		and teacher walk-through data	Period	
reading area	in PLCs with site-		is shared with the Leadership	- Common assessments	
on reading	based coaches to plan		Team. This data is used to drive		
strategies.	collaboratively.		problem-solving, professional	end of unit, intervention	
Prior to this	Teachers will		development, teacher support,	checks	
school year,	effectively unpack		and supplemental instruction.		
minimal	and deliver reading		The data gathered by the		
emphasis on	assessment through		Leadership team is shared every		
higher order	the core curriculum.		three weeks with the district		
questions	Data will be used to		STAAR team using the problem		
(especially	differentiate future		solving model. Specifically,		
text depender			the data is examined using the		
questions. Prior to this	Coach will conduct		following questions: 1) What is the evidence of implementation,		
	coach-teacher data		2) What are the concerns? What		
school year, teachers did	chats.		are the celebrations? and 3)		
meet in PLCs	ot Student reading comprehension		What are the next steps?		
	ive improves when		what are the next steps?		
plan.	students are required				
pian.	to provide evidence to				
	support their answers	,			
	to text-dependent				
	questions.				
	Students' reading				
	comprehension				
	improves when				
	students are engaged				
	in specific close				
	reading strategies,				
	such as AVID's				
	marking the text,				
	writing in the				
	margins, and Socratic				
	Seminars, in complex				
	text across content				
	areas.				

Reading Goal #3: The percentage of students who make learning gains on the 2013 FCAT Reading will increase from 52% to 55%.	Level of Performance:*	2013 Expected Level of Performance:*				
	52%	55%				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

making learning gains in reading.	Prior to this school year, a blan was not mplemented to rain teachers butside of the reading area on reading strategies. Prior to this school year, minimal emphasis on nigher order questions	Do-Check-Act to strengthen the core curriculum. Teachers will meet a minimum 3 times per month in PLCs with site- based coaches to plan collaboratively. Teachers will effectively unpack and deliver reading assessment through the core curriculum. Data will be used to	PLC Logs Walk-through data Student assessment data Teacher-coach data chats	future instruction. Common core curriculum assessment data and teacher walk-through data is shared with the Leadership Team. This data is used to drive problem-solving, professional development, teacher support, and supplemental instruction. The data gathered by the Leadership team is shared every three weeks with the district STAAR team using the problem	During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks	
(t F S t r a	especially ext dependent juestions. Prior to this school year, eachers did not neet in PLCs and collaborative plan.	differentiate future instruction. Reading Coach will conduct coach-teacher data chats. Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Students' reading comprehension improves when students are engaged in specific close reading strategies such as AVID's marking the text, writing in the margins, and Socratic Seminars, in complex text across content areas.		solving model. Specifically, the data is examined using the following questions: 1) What is the evidence of implementation, 2) What are the concerns? What are the celebrations? and 3) What are the next steps?		

Reading Goal #4:	2012 Current Level of	2013 Expected Level of Performance:*					
Points earned from students in the		of Performance:*					
bottom quartile making learning							
gains on the 2013 FCAT Reading							
will increase from 55 points to 58							
points.							
	55	58					
	points	points					
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference to "Guiding Questions",	Barrier		Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the			
identify and define areas in			indenty be monitored?	effectiveness of strategy?			
need of improvement for the							
following subgroup:							
Based on Ambitious bu Achievable Annual Measurable		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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%.							
Reading Goal #5:							
Students will reduce their							
achievement gap by 50%							
in six years.							

5A. Student subgroups by 5A.1. ethnicity (White, Black, White: Hispanic, Asian, American Indian) not making satisfactory progress in Asian: reading. American Indian:	See Goals 1, 2,3, & 4	5A.1.	5A.1. FAIR <u>During the Grading</u> <u>Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for AMO Sub- group performance		
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Reading Goal #5A: 2012 Current, Level of Performance.* 2013 Expected Level, of Performance.* . The percentage of White, students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%. 2013 Expected Level, of Performance.* The percentage of Black, students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%. Image: Comparison of Compariso
The percentage of Black, students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to 49%. The percentage of Asian students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
satisfactory on the 2013 FCAT/FAA Reading will increase from 46% to 51%. The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will The percentage of Asian students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
FCAT/FAA Reading will increase from 46% to 51%. The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
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The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to49%. The percentage of Asian students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to49%. The percentage of Asian students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to49%. The percentage of Asian students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 28%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to49%. The percentage of Asian students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
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students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will
satisfactory on the 2013 FCAT/FAA Reading will
FCAT/FAA Reading will
increase from 69% to 72%.
White:46% White:51%
Black:20% Black:28%
Hispanic:43%Hispanic:49%
Asian:69% Asian:72%
American Indian:
Indian:
Indian: 5A.2. 5A.2 5A.2 5A.2 5A.2

		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		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		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	See Goals 1, 2,3, & 4	5B.1.	5B.1.	5B.1 FAIR <u>During the Grading</u> <u>Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ED performance		
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 30% to 37%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30%	37%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		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		
	5C.1.	See Goals 1, 2,3, & 4	5C.1.	5C.1.	5C.1. FAIR -CELLA <u>During the Grading</u> <u>Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance		
Treating of the co	2012 Current Level of Performance.*	2013 Expected Level of Performance:*					
	24%	32%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		^{5D.1.} See Goals 1, 2,3, & 4	5D.1.		5D.1. FAIR <u>During the Grading</u> <u>Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance		
Reading Goal #5D: The percentage of Students with Disability students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 8% to 17%.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
	8%	17%					
				5D.2.		5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

Professional			

Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marking the Text	6-8	Reading Coach and Avid Teacher	School-wide	August to October	Walk Though Fidelity Checks	Administration and Coaches

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

			P.Y. G. Y			
1. FCAT 2.0: Students	Teachers are	Teachers will	PLC Logs	Teachers/PLCs use data		
scoring proficient in	at varying skill	implement the Plan-	Walk-through data	gathered from checks for	2x per vear	
mathematics (Level 3-5).	levels with	Do-Check-Act model	Student assessment data	understanding and core	District Descling and	
mathematics (Level 5-5).	higher order	to strengthen core	Teacher-coach data chats	currentium assessments to unve		
	augationing	curriculum.		future instruction. Common	Mid-Year Testing	
		Students' math skills		core curriculum assessment data		
	techniques.	will improve through		and teacher walk-through data	Semester Exams	
	-PLC meetings	implementation of the		is shared with the Leadership		
	need to focus	core curriculum with		Team. This data is used to drive	During the Grading	
	on identifying	fidelity. Teachers		problem-solving, professional	Period	
	and writing	will meet a minimum		development, teacher support,		
	higher order	3 times per month		and supplemental instruction.	-Core Curriculum	
		in PLCs with SAL		The data gathered by the	Assessments (pre, mid,	
	questions to	to engage in lesson		Leadership team is shared every	end of unit, chapter, etc.)	
	deliver during	planning to increase		three weeks with the district		
	the lessons.	content knowledge		STAAR team using the problem		
		and pedagogy.		solving model. Specifically,		
		Students' math skills		the data is examined using the		
		will improve through		following questions: 1) What is		
		engagement in higher		the evidence of implementation,		
		order questions with		2) What are the concerns? What		
		students being able		are the celebrations? and 3)		
		to explain orally or in		What are the next steps?		
		writing to justify their		what are the next steps:		
		responses.				
		Students'				
		understanding of				
		math improves through unpacking				
		the standards				
		and identifying/				
		developing the				
		common assessments.				
		Data from these				
		assessments will				
		be used to drive				
		differentiated				
		instruction (both				
		remediation and				
		enrichment).				
		Student achievement				
		improves when				
		students are engaged				
		in frequent checks				
		for understanding				
		(during the lesson,				
		end of lesson, after				
		the lesson) that				
		provide timely				
		feedback in order to				

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		ensure learning prior to the summative assessment (end of unit/big idea assessment.).				
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 41% to 44%.		2013 Expected Level of Performance:*				
	41%	44%				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

		PL C I			
	ners are	PLC Logs	Teachers/PLCs use data	<u>2x per year</u>	
	ying skill Teachers will	Walk-through data	gathered from checks for	District Baseline and	
Levels 4 or 5 in levels	with implement the Plan-	Student assessment data	understanding and core	Mid-Year Testing	
	r order Do-Check-Act model	Teacher-coach data chats	curriculum assessments to drive	5	
mathematics.			future instruction. Common	Semester Exams	
technic	0		core curriculum assessment data	Semester Exams	
	iques.		and teacher walk-through data	Desires the Case line	
	meetings			During the Grading	
	in locus		Team. This data is used to drive		
	entitying core curriculum with		problem-solving, professional	-Core Curriculum	
and wi	riting fidelity. Teachers		development, teacher support,	Assessments (pre, mid,	
higher	r order will meet a minimum		and supplemental instruction.	end of unit, chapter, etc.)	
	ions to 3 times per month		The data gathered by the	· · · · · · · · · · · · · · · · · · ·	
	er during in PLCs with SAL		Leadership team is shared every		
the les			three weeks with the district		
uie ies	planning to increase		STAAR team using the problem		
	content knowledge		solving model. Specifically,		
	and pedagogy.		the data is examined using the		
	Students' math skills		following questions: 1) What is		
	will improve through		the evidence of implementation,		
	engagement in higher		2) What are the concerns? What		
	order questions with		are the celebrations? and 3)		
	students being able		What are the next steps?		
	to explain orally or in				
	writing to justify their				
	responses.				
	Students'				
	understanding of				
	math improves				
	through unpacking				
	the standards				
	and identifying/				
	developing the				
	common assessments				
	Data from these				
	assessments will				
	be used to drive				
	differentiated				
	instruction (both				
	remediation and				
	enrichment).				
	Student achievement				
	improves when				
	students are engaged				
	in frequent checks				
	for understanding				
	(during the lesson,				
	end of lesson, after				
	the lesson) that				

		provide timely feedback in order to ensure learning prior to the summative assessment (end of unit/big idea assessment.).				
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 14% to 17%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	14%	17%				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

		<u>і — </u>	İ — — —	i	İ	i	i
3. FCAT 2.0: Points for	Teachers are	Teachers will	PLC Logs	Teachers/PLCs use data			
students making learning	at varying skill		Walk-through data	gathered from checks for	2x per year		
	levels with	Do-Check-Act model	Student assessment data	understanding and core			
gains in mathematics.	higher order	to strengthen core	Teacher-coach data chats		District Baseline and		
		curriculum.		future instruction. Common	Mid-Year Testing		
	questioning	Students' math skills		core curriculum assessment data			
	techniques.	will improve through		and teacher walk-through data	Semester Exams		
	-PLC meetings	implementation of the		is shared with the Leadership			
	need to focus	core curriculum with		Team. This data is used to drive	During the Grading		
	on identifying	fidelity. Teachers		problem-solving, professional	During the Orading		
	and writing	will meet a minimum		development, teacher support,	Period		
	higher order	3 times per month		and supplemental instruction.	-Core Curriculum		
		in PLCs with SAL		The data gathered by the	Assessments (pre, mid,		
	questions to	to engage in lesson		Leadership team is shared every	end of unit, chapter, etc.)		
	deliver during	planning to increase		three weeks with the district			
	the lessons.	content knowledge		STAAR team using the problem			
		and pedagogy.		solving model. Specifically,			
		Students' math skills		the data is examined using the			
		will improve through		following questions: 1) What is			
		engagement in higher		the evidence of implementation,			
		order questions with		2) What are the concerns? What			
		students being able		are the celebrations? and 3)	1		
		to explain orally or in		What are the next steps?			
		writing to justify their		what are the next steps:			
		responses.					
		Students'					
		understanding of					
		math improves					
		through unpacking					
		the standards					
		and identifying/					
		developing the					
		common assessments.					
		Data from these					
		assessments will					
		be used to drive					
		differentiated					
		instruction (both					
		remediation and					
		enrichment).					
		Student achievement					
		improves when					
		students are engaged					
		in frequent checks					
		for understanding					
		(during the lesson,					
		end of lesson, after					
		the lesson) that					
		provide timely					
		feedback in order to					

		ensure learning prior to the summative assessment (end of unit/big idea assessment.).				
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 57 points to 60 points.	Level of	2013 Expected Level of Performance:*				
	57	60				
	points	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:	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	

students in Lowes1 25%. It varying skull mylement be Plan. Making Learning gains in mathematics. We have been as the strengthen core mathematics. The students assemt of the strengthen core mathematics. The students assemt of the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core we have been assessed the strengthen core the leases the strengthen core we have been assessed the strengthen core w		TT 1	Teachers will	PLC Logs	Teachers/PLCs use data	İ	
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making learning gains in mathematics. The definitions of the control walk in section of the control walk in the control walk in section of the control walk in the control walk	students in Lowest 25%		implement the Plan-			2x per vear	
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And writing will meet a minimum development, leader support, higher order i mrs.per moth the lessons. the lesson has the lesson has			5		problem-solving, professional		
higher order questions to deliver during beaming to increase the lessons. he l		and writing					
questions to deliver during the lessons. the lessons of lesson planing to increase context knowledge and pedgagy; Suddents' math skills will improve through engagement in higher and equations: 1) What is following questions: 1) What is engagement in higher and equations: 1) What is inderestions: higher responses. Statements' introductions: 1) What is inderestions: derestions: 1) What is in		higher order					
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Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013		ensure learning prior to the summative assessment (end of unit/big idea assessment.). 2013 Expected Level of Performance:*					
FCAT Math will increase from 64 points to 67 points.		67					
	points	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 subgroup:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	Sal. 5A.1. See Goals 1, 2,3, & 4	5A.1.	5A.1.		
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					·		
Math Goal #5A:	2012 Current	2013 Expected Level					
	Level of Performance:*	of Performance:*					
The percentage of White	r enormance.					ļ	
students scoring proficient/ satisfactory on the 2013 FCAT/							
FAA Math will increase from							
56% to 60%.							
5070 10 0070.							
The percentage of Black							
students scoring proficient/							
satisfactory on the 2013 FCAT/							
FAA Math will increase from							
27% to34%.							
The percentage of Itime.			ļ				ļ
The percentage of Hispanic students scoring proficient/			ļ				ļ
satisfactory on the 2013 FCAT/							
FAA Math will increase from							
42% to $48%$.							
The percentage of Asian							
students scoring proficient/							
satisfactory on the 2013 FCAT/ FAA Math will increase from							
FAA Math will increase from 75% to 78%.							
/ 5 / 0 10 / 6 / 0.							
			l	l			
		White:60%					
		Black:34%					
	Hispanic:42%	Hispanic:48%					
		Asian:78%					
		American Indian:					
	Indian:						
Hillsharough 2012							

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		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically			5B.1.	5B.1.	5B.1.		
Disadvantaged students not making satisfactory		See					
progress in mathematics.		Goals					
		1, 2, 3,					
		& 4					
Mathematics Goal #5B: The percentage of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Economically Disadvantaged students scoring proficient/							
satisfactory on the 2013 FCAT/ FAA Math will increase from							
34% to 41%.							
	34%	41%					

Image: Section of the analysis of student and reference in the strategy of th	[5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Image: Section of the analysis of student achievement data, and reference to "Guiding Questions"; identify and define areas in need of importent for the index of the analysis of student such as the index of th								
Image: Section of the analysis of student achievement data, and reference to "Guiding Questions"; identify and define areas in need of importent for the index of the analysis of student such as the index of th								
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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 fidelity be monitored? How will the valuation tool effectiveness of strategy? C. English Language Learners (ELL) not making satisfactory progress in mathematics. SC.1. SC.1. SC.1. See Goals 1, 2, 3, & 4 SC.1. SC.1. SC.1. SC.1. Mathematics Goal #SC; Language Learners students sooring proficient/satisfactory on the 2013 FCATFFA Math will increase from 32% to 39%. 2012 Current Level of Performance* 2013 Expected Level Performance* Image Learners form 32% to 39%. 2013 Expected Level Performance*								
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to "Cluiding Questions", identify and define areas, in need of dimprovement for the following subgroup: Image: Cluid			Strategy	Fidelity Check		Student Evaluation Tool		
identify and define areas in need of improvement for the following subgroup: SC.1. SC.1. SC.1. SC. English Language Learners (ELL) not making satisfactory progress in mathematics. SC.1. SC.1. SC.1. Seee Goals 1, 2,3, & 44 Goals 1, 2,3, & 44 SC.1. SC.1. Mathematics Goal #5C: The percentage of English Language Learners students storents students storents students storents s		Barrier						
Tollowing subgroup: C. SC.1. SC.1. <td>identify and define areas in</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	identify and define areas in							
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. SC.1. SC.1. SC.1. SC.1. SC.1. SC.1. Mathematics Goal #5C: The percentage of English Language Learners students coring proficent/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%. 2012 Current. I evel of Performance* 2013 Expected Level of Performance* Image: Sc.1. SC.1. SC.1.								
Learners (ELL) not making satisfactory progress in mathematics. See Goals 1, 2,3, & 4 Mathematics Goal #5C: The percentage of English Language Learners students scoring proficent/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%. 2013 Expected Level of Performance*		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.2012 Current 2013 Expected Level of Performance*2013 Expected Level of Performance*	Learners (ELL) not							
Mathematics Goal #5C: The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.2012 Current 2013 Expected Level of Performance*2013 Expected Level of Performance*	making satisfactory		See					
Mathematics Goal #5C: The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.2012 Current 2013 Expected Level of Performance*2013 Expected Level of Performance*	progress in mathematics.							
Mathematics Goal #5C: The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.2012 Current 2013 Expected Level of Performance*2013 Expected Level of Performance*			Goals					
Mathematics Goal #5C: 2012 Current Level of Performance:* 2013 Expected Level of Performance:* The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%. 2013 Expected Level of Performance:*								
Mathematics Goal #5C: 2012 Current Level of Performance:* 2013 Expected Level of Performance:* The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%. 2013 Expected Level of Performance:*			1 2 2					
Mathematics Goal #5C: 2012 Current Level of Performance:* 2013 Expected Level of Performance:* The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%. 2013 Expected Level of Performance:*			1, 2, J,					
Mathematics Goal #5C: The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.2012 Current Level of Performance:*2013 Expected Level of Performance:*Image: Constraint of the performance of th								
The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.			α +					
The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.		2012 Comment	2012 E					
Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.		Level of	of Performance:*	•				
scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.	The percentage of English	Performance:*						
on the 2013 FCAT/FAA Math will increase from 32% to 39%.	Language Learners students							
will increase from 32% to 39%.	scoring proficient/satisfactory							
39%.								
	39%.							
32% 39%								
32% 39%								
		32%	39%					

		50.2	50.2	50.2	59.2	(G.)	
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier		Who and how will the	How will the evaluation tool			
to "Guiding Questions",				data be used to determine the			
identify and define areas in				effectiveness of strategy?			
need of improvement for the following subgroup:							
5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Disabilities (SWD) not							
making satisfactory		See					
progress in mathematics.		See Goals					
p. S. ess in mathematics.		Goale					
		Obais					
		1, 2,3, & 4					
		1, 2, 3,					
		X 4					
Mathematics Goal #5D:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
The percentage of Student with	Performance:*						
Disabilities students scoring							
proficient/satisfactory on the							
2013 FCAT/FAA Math will							
increase from 12% to 21%.							
	12%	21%					
	14/0	41 /0					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	
L			1				

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

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

	L .		h			
Alg1. Students scoring	Teachers are	Teachers will	PLC Logs	Teachers/PLCs use data		
proficient in Algebra	at varying skill	implement the Plan-	Walk-through data	gathered from checks for		
	levels with	Do-Check-Act model	Student assessment data	understanding and core		
(Levels 3-5).	higher order	to strengthen core	Teacher-coach data chats	curriculum assessments to drive		
		curriculum.		future instruction. Common		
	questioning	Students' math skills		core curriculum assessment data		
	techniques.	will improve through		and teacher walk-through data		
	-PLC meetings	implementation of the		is shared with the Leadership		
	need to focus	core curriculum with		Team. This data is used to drive		
		fidelity. Teachers		problem-solving, professional		
	on identifying					
	and writing	will meet a minimum		development, teacher support,		
	higher order	3 times per month		and supplemental instruction.		
	questions to	in PLCs with SAL		The data gathered by the		
	deliver during	to engage in lesson		Leadership team is shared every		
		planning to increase		three weeks with the district		
	the lessons.	content knowledge		STAAR team using the problem		
		and pedagogy.		solving model. Specifically,		
		Students' math skills		the data is examined using the		
		will improve through		following questions: 1) What is		
		engagement in higher		the evidence of implementation,		
		order questions with		2) What are the concerns? What		
		students being able		are the celebrations? and 3)		
		to explain orally or in		What are the next steps?		
				what are the next steps?		
		writing to justify their				
		responses.				
		Students'				
		understanding of				
		math improves				
		through unpacking				
		the standards				
		and identifying/				
		developing the				
		common assessments.				
		Data from these				
		assessments will				
		be used to drive				
		differentiated				
		instruction (both				
		remediation and				
		enrichment).				
		Student achievement				
		improves when				
		students are engaged				
		in frequent checks				
		for understanding				
		(during the lesson,				
		end of lesson, after				
		the lesson) that				
		provide timely				
		feedback in order to				
		recould in order to				

		ensure learning prior to the summative assessment (end of unit/big idea assessment.).			
<u> </u>	2012 Current Level of Performance:*	2013 Expected Level of Performance.*			
	79%	82%			
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	

		a 1 11				
Alg2. Students scoring		Teachers will		Teachers/PLCs use data		
Achievement Levels 4 or 5	at varying skill	implement the Plan-	PLC Logs	gathered from checks for		
in Algebra.	evels with	Do-Check-Act model	Walk-through data	understanding and core		
	nigher order	to buenguien core	Student assessment data	curriculum assessments to drive		
		curriculum.	Teacher-coach data chats	future instruction. Common		
	· · · · ·	Students' math skills	reacher couch data chats	core curriculum assessment data		
t	echniques.	will improve through		and teacher walk-through data		
-	PLC meetings	implementation of the		is shared with the Leadership		
r	need to focus	core curriculum with		Team. This data is used to drive		
c	on identifying	fidelity. Teachers		problem-solving, professional		
	and writing	will meet a minimum		development, teacher support,		
	nigher order	3 times per month		and supplemental instruction.		
	juestions to	in PLCs with SAL		The data gathered by the		
		to engage in lesson		Leadership team is shared every		
	deliver during	planning to increase		three weeks with the district		
t	he lessons.	content knowledge		STAAR team using the problem		
		and pedagogy.		solving model. Specifically,		
		Students' math skills		the data is examined using the		
		will improve through		following questions: 1) What is		
		engagement in higher		the evidence of implementation,		
		order questions with		2) What are the concerns? What		
		students being able		are the celebrations? and 3)		
		to explain orally or in		What are the next steps?		
		writing to justify their		in hat are the here steps.		
		responses.				
		Students'				
		understanding of				
		math improves				
		through unpacking				
		the standards				
		and identifying/				
		developing the				
		common assessments.				
		Data from these				
		assessments will				
		be used to drive				
		differentiated				
		instruction (both				
		remediation and				
		enrichment).				
		Student achievement				
		improves when				
		students are engaged				
		in frequent checks				
		for understanding				
		(during the lesson,				
		end of lesson, after				
		the lesson) that				
		provide timely				
		feedback in order to				
		reedback in order to				

	ensure learning prior to the summative assessment (end of unit/big idea assessment.).			
Level of Performance:*	2013 Expected Level of Performance:*			
13%	16%			

End of Algebra EOC Goals

Mathematics Professional Development

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

End of Mathematics Goals

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

	NT 14	T 1 '11	DI CI		1	
1. FCAT 2.0: Students		Teachers will	PLC logs	Teachers/PLCs use data gathered		
scoring proficient (Level		implement	Walk-throughs	from checks for understanding	2x per year	
3-5) in science.		the Plan-Do-	Common core curriculum	and core curriculum assessments	District-level baseline	
5-5) in science.	being taught with		assessments	to drive future instruction.		
	fidelity.	strengthen the	Student work samples		and mid-year tests	
		core curriculum.		assessment data and teacher		
		Teachers		walk-through data is shared	Semester Exams	
	course being	will meet a		with the Leadership Team.		
	implemented	minimum 3		This data is used to drive	During the Grading	
	to improve	times per month		problem-solving, professional	Period	
	pedagogy and	in PLCs .with		development, teacher support,		
		SAL to increase		and supplemental instruction.	-Core Curriculum	
	model.	content		The data gathered by the	Assessments (pre, mid,	
		knowledge (and		Leadership team is shared every	end of unit, chapter,	
		pedagogy in		three weeks with the district	intervention checks,	
		order to plan		STAAR team using the problem		
		effectively.		solving model. Specifically,	ete.)	
		Students' science		the data is examined using the		
		skills will		following questions: 1) What is		
		improve through		the evidence of implementation,		
		engagement in		2) What are the concerns? What		
		lab-dependent		are the celebrations? and 3)		
		and/or text		What are the next steps?		
		dependent higher		what are the next steps?		
		order questions				
		where students				
		are required to				
		support their				
		answers orally or				
		written.				
		Students'				
		understanding				
		of science				
		improves through	1			
		unpacking the				
		standards and				
		identifying/				
		developing				
		the common				
		assessment.				
		Data from these				
		assessments will				
		be used to drive				
		future instruction				
		and development				
		of the 5E				
		instructional				
		units.				
		Teachers will				
		effectively				
Itillah anan ah 2012						

		implement backwards design and develop and implement labs or mini-labs through the core curriculum. Students' comprehension of science content and improves when they are engaged in specific close reading strategies in complex text where appropriate in the 5E instructional model.			
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 28% to 31%.	Level of Performance:*	2013 Expected Level of Performance:*			
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:	28%	31% Strategy	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

	NT 14	T 1 '11	DI CI			
2. FCAT 2.0: Students	Need to ensure		PLC logs	Teachers/PLCs use data gathered		
scoring Achievement	the core	implement	Walk-throughs	from checks for understanding		
Levels 4 or 5 in science.	curriculum is	the Plan-Do-	Common core curriculum	and core curriculum assessments	2x per year	
Levels 4 of 5 m science.	being taught with		assessments	to arrive future instruction.	District-level baseline	
	fidelity.		Student work samples			
	Science PLCs	core curriculum.			and mid-year tests	
	by grade-level/	Teachers		walk-through data is shared		
	course being	will meet a		with the Leadership Team.	Semester Exams	
	implemented	minimum 3		This data is used to drive		
	to improve	times per month		problem-solving, professional	During the Grading	
	pedagogy and	in PLCs .with		development, teacher support,	Period	
	5E instructional	SAL to increase		and supplemental instruction.		
	model.	content		The data gathered by the	-Core Curriculum	
	Need to	knowledge (and		Leadership team is shared every	Assessments (pre, mid,	
	increase student	pedagogy in		three weeks with the district	end of unit, chapter,	
	participation.	order to plan		STAAR team using the problem	intervention checks,	
		effectively.		solving model. Specifically,	etc.)	
		Students' science		the data is examined using the)	
		skills will		following questions: 1) What is		
		improve through		the evidence of implementation,		
		engagement in		2) What are the concerns? What		
		lab-dependent		are the celebrations? and 3)		
		and/or text		What are the next steps?		
		dependent higher		·····		
		order questions				
		where students				
		are required to				
		support their				
		answers orally or				
		written.				
		Students'				
		understanding				
		of science				
		improves through				
		unpacking the				
		standards and				
		identifying/				
		developing				
		the common				
		assessment.				
		Data from these				
		assessments will				
		be used to drive				
		future instruction				
		and development				
		of the 5E				
		instructional				
		units.				
		Teachers will				
		effectively				
	1	citotively	1	1		

Science Goal #2:	2012 Current	implement backwards design and develop and implement labs or mini-labs through the core curriculum. Students' comprehension of science content and improves when they are engaged in specific close reading strategies in complex text where appropriate in the 5E instructional model.			
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 2% to 5%.	Level of Performance:*	Level of Performance:*			
	2%	5%			

Science Professional Development

Professional			
Development			
(PD) aligned with			
Strategies through			

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

End of Science Goals

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

Writing/Language Arts Goals

	<u> </u>		hr a t				İ.
1. Students scoring	Teachers are		PLC logs,	Teachers/PLCs use data gathered			
at Achievement	at varying skill		physical space walkthrough,	from checks for understanding and core curriculum assessments	Student monthly		
Level 3.0 or higher	levels with writing	Do-Check-Act to	pacing data	and core curriculum assessments	demand writes/		
	techniques.	strengthen the core	assessment data (writing	to arrive future instruction.			
in writing.	-PLC meetings	curriculum.	and Springboard embedded	common core curriculum	formative assessments		
	need to focus on	Teachers will meet	assessments		-Student daily drafts		
		a minimum 3 times			-Student revisions		
	identifying and	per month in PLC's		with the Leadership Team.	-Student portfolios		
	writing lessons.	with site-based		This data is used to drive	· ·		
		coaches to plan		problem-solving, professional			
		collaboratively.		development, teacher support,			
		The coach/SAL		and supplemental instruction.			
		supports teachers		The data gathered by the			
		through co-		Leadership team is shared every			
		planning, modeling,		three weeks with the district			
		co-teaching,		STAAR team using the problem			
		debriefing, or		solving model. Specifically,			
		teacher/student data		the data is examined using the			
		chats. Every two		following questions: 1) What is			
		weeks the Coach/		the evidence of implementation,			
		SAL meets with the		2) What are the concerns? What			
		principal to review		are the celebrations? and 3)			
		log.		What are the next steps?			
		Teachers will					
		effectively					
		unpack and					
		deliver common					
		assessments through					
		the core curriculum.					
		Data will be used					
		to drive future					
		instruction.					
		Teacher will					
		receive professional					
		development and					
	2012 Current Level	2013 Expected				L	
Writing/LA Goal #1:	of Performance:*	Level of					
		Performance:*					
The percentage of students		r erformance.					
scoring Level 3.0 or higher							
on the 2013 FCAT Writes							
will increase from 59% to							
62%.							

	59%	62%			
Γ					

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or						
PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Essay Scoring Training	7-8	Nicole Starbuck	7-8 Language Arts Teachers	Oct 9 and 16	Calibration of essays	

End of Writing Goals

Attendance Goal(s)

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

1. Attendance	Student attendance below the district average.	Student attendance will improve through a comprehensive social emotional academic mentoring program. (Big Brother MacDill AFB, Gentlemen's Club, Housing Mentoring, Student to Student (New military enrollees), Operation BIGS, Child/Family Counseling Program (THA) and Ambassador Program Attendance procedures developed and professional development providec to faculty. On-going progress monitoring to ensure fidelity of implementation. Implementation of CHAMPS program school wide. Fidelity of implement monitored throughout the school year.	Teachers/PLCs use data gathered from checks for understanding and core curriculum assessments to drive future instruction. Common core curriculum assessment data and teacher walk-through data is shared with the Leadership Team. This data is used to drive problem-solving, professional development, teacher support, and supplemental instruction. The data gathered by the Leadership team is shared every three weeks with the district STAAR team using the problem solving model. Specifically, the data is examined using the following questions: 1) What is the evidence of implementation, 2) What are the concerns? What are the celebrations? and 3) What are the next steps?	Tool Attendance/ Tardy data Ed Connect	

Attendance Goal #1:	2012 Current	2013 Expected			
	Attendance Rate:*	Attendance Rate:*			
1. The attendance rate will					
increase from 91.14% in 2011-2012 to 94.14% in					
2011-2012 to 94.1476 m 2012-2013.					
2012 2013.					
2. The number of students					
who have 10 or more					
unexcused absences					
throughout the school year					
will decrease by 10%.					
3. The number					
of students who					
have 10 or more					
unexcused tardies to					
school throughout					
the school year will					
decrease by 10%.					
	01 140/	94.14%			
	2012 Current	2013 Expected			
	Number of Students with Excessive	Number of Students with Excessive			
	Absences	Absences			
	(10 or more)	(10 or more)			
	1 4 0	12(
	140	126			
	2012 Current	2013 Expected			
	Number of Students with	Number of Students with			
	Excessive Tardies	Excessive Tardies			
	(10 or more)	(10 or more)			
		27			
	3	2.7			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Intervention Forms	6-8	Social Worker	School Wide	September	Tracking of Attendance Ref.	

End of Attendance Goals

Suspension Goal(s)

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

1. Suspension	High level of OSS	Student attendance Behavior reports	Teachers/PLCs use data gathered
1. Suspension	and ISS	will improve through	from about for understanding
		a comprehensive	and core curriculum assessments UNTIE, EASTODR
		social emotional	to drive future instruction. and suspension data
		academic mentoring	Common core curriculum cross-referenced with
		program. (Big	assessment data and teacher mainframe discipline
		Brother MacDill	walk-through data is shared data
		AFB, Gentlemen's	with the Leadership Team.
		Club, Housing	This data is used to drive
		Mentoring, Student	problem-solving, professional
		to Student (New	development, teacher support,
		military enrollees),	and supplemental instruction.
		Operation BIGS,	The data gathered by the
		Child/Family	Leadership team is shared every
		Counseling	three weeks with the district
		Program (THA) and	STAAR team using the problem
		Ambassador Program	solving model. Specifically,
		Attendance	the data is examined using the
		procedures developed	following questions: 1) What is
		and professional	the evidence of implementation,
		development	2) What are the concerns? What
		provided to faculty.	are the celebrations? and 3) What are the next steps?
		On-going progress	what are the next steps?
		monitoring to ensure fidelity of	
		implementation.	
		Implementation of	
		CHAMPS program	
		school wide. Fidelity	
		of implement	
		monitored throughout	
		the school year.	
		, , , , , , , , , , , , , , , , , , ,	

0 : 0 1//1	2012 Total Number	2013 Expected		i	
<u></u>	of	Number of			
1. The total number of In-	In –School	In- School			
School Suspensions will	Suspensions	Suspensions			
decrease by 10%.					
2. The total number of					
students receiving In-					
School Suspensions throughout the school					
year will decrease by					
10%.					
3. The total number					
of Out-of-School					
Suspensions will decrease by 10%.	;				
0y 1070.					
4. The total number of students receiving Out-					
of-School Suspensions					
throughout the school					
year will decrease by 10%.					
1070.					
	227	204.3			
	2012 Total Number	2013 Expected			
	of Students Suspended	Number of Students Suspended			
	In-School	In -School			
	144	129.6			
	2012 Number of	2013 Expected			
	Out-of-School	Number of			
	Suspensions	Out-of-School Suspensions			
	858	772.2			
	2012 Total Number	2013 Expected			
		Number of Students Suspended			
	Out- of- School	Out- of-School			

244	219.6			

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
C.H.A.M.P.S	6-8	District Raining Staff from Title I	School Wide	August 2012	C.H.A.M.P.S. Cmt- Karen Palumbo -assisting teachers in implementation of strategies	

End of Suspension Goals

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Goal		School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8. (JLC is an optional substitute for PE)	1 1 ADC	1.1. Checking student schedules	1.1. NA	
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from% on	2012 Current Level :*	2013 Expected Level :*				
the Pretest to% on the Posttest. Hillsborough 2012						

Γ		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Problem-			
Solving			
Process to			
Increase			

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

1. Continuous	1.1. There is	1.1. The	1.1. <u>Who</u>	1.1."Quick" PLC informal	1.1. PLC Survey	
Improvement Goal	still confusion	leadership team	Principal	surveys will be administered	materials from Teams	
improvement Goar	on how to			during the school year every	to Teach	
			Subject Area Leaders	two months. The Leadership		
			PLC facilitators	Team will aggregate the data		
		PLC "Unit of		and share outcomes of the		
		Instruction"		school-wide results with their		
		log that follows		PLCs. The data will provide		
	base of	the Plan-Do-		direction for future PLC		
	teachers and	Check-Act		training.		
		model. Subject				
		Area Leader				
		and/or PLC				
		facilitators will				
	implementation					
		PLCs through				
	Do-Check-Act					
	model.	Check-Act				
		model for units				
		of instruction.				
		The work will				
		be recorded				
		on PLC				
	-Still some resistance to	logs that are reviewed by				
		the Leadership				
	attending PLCs					
	and/or arriving	i cam.				
	on time to					
	meetings.					
	-Teachers					
	asking for					
	more PLC					
	collaboration					
	time.					
	Possibility of					
	waiver will be					
	explored.					

Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)" will increase from % in 2012 to % in 2013.	2012 Current Level :*	2013 Expected Level :*					
		1.2.		1.2.		1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional			
Development			
(PD) aligned with			
Strategies through			
Professional			
Learning			

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida	A.1.	A.1.	A.1.	A.1.	A.1.		
Alternate							
Assessment:							
Students scoring							
proficient in							
reading (Levels 4- 9).							
<i>)</i> ,							
Des line Cest A	2012 Current	2013 Expected					
	Level of	Level of					
Not enough students to complete this goal.	Performance:*	Performance:*					
complete this goal.							
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A 2	A 2	A 2		A 2	
		A.3.	A.3.	A.3.	A.3.	A.3.	

Alternate Assessment: Percentage of students making Learning Gains in reading.				B.1.	B.1.		
	Level of	2013 Expected Level of Performance:*					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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

C. Students scoring proficient in Listening/ Speaking.	1.1.	En See Reading Goals 1, 2,3, & 4	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 45% to 49%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	45%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

D. Students scoring proficient in Reading.	2.1.	See Reading Goals 1, 2,3, & 4	2.1.	2.1.	2.1.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 reading section of the CELLA will increase from 25% to 29%.	2012 Current Percent of Students. Proficient in Reading :					
	25%					
						2.2.
						2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

proficient in Writing. <u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 21% to 25%.	2012 Current Percent of Students. Proficient in Writing :	See Writing Goal 1	2.1.	2.1.	2.1.	
	21%					
						2.2. 2.3

NEW Math Florida Alternate Assessment Goals

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

Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.		
Mathematics Goal F: Not enough students to complete this goal.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		

G:	2013 Expected Level of Performance:*					
					G.2.	
	G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

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

Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.		
Science Goal J: Not enough students to complete this goal.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	data for current level of performance in this box.	this box.					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem- Solving Process to Increase Student Achievement						
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.		
Writing Goal M: Not enough students to complete this goal.	of Performance:*	2013 Expected Level of Performance:*					
						M.2. M.3.	

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

STEM Goal(s)	Problem-Solving		
	Process to		
	Increase Student		
	Achievement		

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		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
Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	Need common planning time for math, science, ELA and other STEM teachers	for STEM professional	1.1. PLC or grade level lead -Subject Area Leaders	-	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	

End of STEM Goal(5)			

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Sustain/Increase the number of Career Technical Student Organization chapters from <u>0</u> in 2011-2012 to <u>1</u> in 2012-2013.	1.1.	1.1. Increase student participation in CTSO competitions/events.		1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional			
Development			
(PD) aligned with			

Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Establishing or growing a CTSO.	6-8	District	CTE Teachers	October, 2012	Log of events and attendance	Administration

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School			
Differentiated			
Accountability			
Status			
□Priority	□Fo	cus	□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

x□ No

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

We have an imbalance of school board employees to parent/ community members. We are working with PTSA to get some parent members of the SAC Team.

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

Final Amount Spent	1607.77	