FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

1

PART I: SCHOOL INFORMATION

School Name: Roland Park K-8	District Name: Hillsborough County	
Principal: Dr. Jonathan Grantham	Superintendent: Mary Ellen Elia	
SAC Chair: Hema Adhia	Date of School Board Approval:	

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.) Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.) High School Feedback Report K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/	Number of	Number of Years	Prior Performance Record (include prior School Grades,	1	
		Certification(s)	Years at	as an	FCAT/Statewide Assessment Achievement Levels, Learning Gains,		
			Current School	Administrator	Lowest 25%), and AMO progress along with the associated school		
					year)		Commented [DP2]: Good job with the prior performance
Principal	Dr. Jonathan Grantham	Doctorate (Educational	1	7	N/A		record.
		Leadership)/					
		Ed. Leadership All Levels					
		Principal All Levels					
		Grades 5-9 Math					
Assistant	April Gillyard	B.S. Psychology;	2	5	08/09:A 97% AYP	1	
Principal		M.A. Educational			09/10: A 90% AYP		
_		Leadership K-12;			10/11:A 97% AYP		
		Middle Grades Math (5-9)			11/12: C Not Available		

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 **Commented [DP1]:** Dr. Grantham, I enjoyed reading your school improvement plan and can tell that you and your leadership team put a lot of time and effort into it. Any comments that must be corrected for the SIP to be complete and meet minimum requirements will be highlighted in yellow. Thank you!

2

Assistant Rachael O'Dea Principal	B.S. Elementary K-6; M.A. Educational; Leadership K-12; ESOL	2	4	09/10: A 100% AYP 10/11: A 100% AYP 11/12 C Not Available

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,
Area		Certification(s)	Years at	an	FCAT/Statewide Assessment Achievement Levels, Learning
			Current School	Instructional Coach	Gains, Lowest 25%), and AMO progress along with the
					associated school year)
Reading	Jennifer Canady	B.A. English Literature;	2	2	08/09: D 69%
		M.A. Reading Education;			09/10: D 79%
		Elementary Ed.;			10/11: D 77%
		Middle Grades;			
		Reading K-12;			
		English 6-12;			
		ESOL			
Reading	Catherine Sokol	B.A. Elementary	2	2	09/10: C
		Education;			10/11: D
		M.S. Counseling			10/11. D 11/12: C
		Psychology; ESOL K-12			11/12. C
		• • •			

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. Recruitment Fairs	District staff	June	
3. District Mentor Program	District Mentors	ongoing	
4. Magnet Screening	District Magnet Staff	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.		
51	ESOL trainings are offered throughout the spring and fall for all staff the office of staff development and	
	ELL services department.	
	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

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
65	14%	28%	35%	23%	39%	22%	6%	8%	39%
	(9)	(18)	(23)	(15)	(25)	(14)	(4)	(5)	(25)

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
Leah Maitlind	Morgan Durham	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitlind	Jessica Galleher	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitlind	Emily Diapasquale	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitlind	Joe Harper	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitland	Yousef Danak	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitlind	Dustin Huston	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.
Leah Maitland	Willie Washington	District Assignment	On-going co-planning, modeling of lessons and observation with feedback.

Additional Requirements

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 **Commented [DP3]:** Great job with demographics.

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.

Violence Prevention Programs

A student interventions specialist is employed at the school to curtail violence and potential altercations before they begin.

Nutrition Programs

N/A

Housing Programs
N/A
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
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
N/A

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

School-Based MTSS/RTI Team				
Identify the school-based MTSS Leadership Team.				
Elementary				
The leadership team includes:				
Principal				
Assistant Principal				
Guidance Counselor				
School Psychologist				
Social Worker				
Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)				
• ESE teacher				
Representatives from the PLCs for each grade level, K-5				
SAC Chair				
ELP Coordinator				
• ELL Representative				
Middle/High				
The Leadership team includes:				

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- Department Heads (High)
- SAC Chair
- ELL 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?

The purpose of the PS/RTI Team at Roland Park is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The PS/RtI Team functions to address the progress of all students, including low and high performing students and ESE and regular education students, to help meet AYP, and to help students stay in the regular education setting and improve their long term outcomes. The Team uses a problem solving model and all decisions are made with data.

Roland Park's PS/RtI Team will be called the Problem Solving Leadership Team (PSLT) and will serve as the main leadership team of the school. The Problem Solving Leadership Team will meet weekly to use the PS/RtI model to:

- Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
- Determine scheduling needs, curriculum and intervention resources
- Review/interpret student data (Academic, Behavior, and Attendance)
- Organize and support systematic data collection
- Strengthen Tier 1/Core Curriculum instruction, as well as supplemental services (i.e., ELP)

The Problem Solving Leadership Team will work directly with the Grade Level and Curriculum PLCs to review student data and determine student and teacher needs. The two will work collaboratively in the implementation of the Florida Continuous Improvement Model and progress monitoring. The PLCs/Grade Level Representative will determine small group needs based on skill deficit similarities. The PSLT will help allocate resources to meet the needs presented by the PLCs. The PS/RtI Team will focus on Differentiated Instruction so that the needs of all students will be met. The PLCs will use the following to determine students' areas of need (including areas in which enrichment are needed):

• The school-based Reinforcement Calendars, Mini Lessons, and Mini Assessments

- Common Assessments given every 6-9 weeks
- Through the implementation of research-based, scientifically validated instruction/interventions

The PSLT will plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3. The Team will monitor interventions and data assessment in Tier 1, Tier 2, and Tier 3.

As needed, the PSLT will coordinate and collaborate with other working committees such as the Reading Leadership Team, assist in the implementation and monitoring of the Differentiated Accountability Model, and identify professional development needs and resources.

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

The Problem Solving Leadership Team along with the faculty and SAC were involved in School Improvement Plan development activities. The PSLT facilitator is also a member of the SAC. The school Improvement Plan is the document that guides the work of the PSLT. The large part of the work of the PSLT is outlined in the Action Steps, Evaluation Process, Evaluation Tools, and Professional Development of the School Improvement Plan. Since one of the main tasks of the PSLT is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

MTSS Implementation

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

The following is a summary of the assessment used to measure student progress in core, supplemental and intensive instruction. Core Curriculum FAIR

DRA

FCAT-released tests

Roland Park will follow the district calendar for Baseline and Midyear Assessments

District generated assessment by the office of Assessment

Subject-specific assessment generated by District-level Subject Supervisor in Reading, Math, Writing, and Science

DAR

Imagination Station FASTT Math

Common Assessments

UNTIE

Supplemental/Intensive Instruction

Students receiving Supplemental Services and Intensive Services will use all the assessment tools listed above. In addition, students who are receiving Tier 2 services will be monitored for progress every three to four weeks. Likewise, students receiving Tier 3 services will be monitored for progress on a weekly basis. As students progress through Supplemental Services and Intensive Instruction, the assessment process will increase in duration in order to provide more immediate feedback to determine if the alternative teaching strategies are working.

Describe the plan to train staff on MTSS.

The Principal and the School Psychologist will share the PS/RtI training modules with the PSLT and with the faculty/staff of Roland Park. As the District's Problem Solving Team develops additional resources and staff development courses on RtI, these tools and staff developmental sessions will be conducted with staff. Professional Development sessions will occur during Tuesday faculty meeting times and during PSLT meetings.

Describe plan to support MTSS.

The School Psychologist, Assistant Principal, Reading Coaches meet with teachers individually and in small group PLC as a problem solving team. They are identifying and addressing needs of individual students in terms of academics and behavior interventions by providing necessary supports with the involvement of Parents/Guardians.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal
- Assistant Principal for Curriculum
- Middle School Reading Coach
- Elementary 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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 **Commented [DP4]:** Continue to add to this section throughout the school year to reflect what is happening at Roland Park.

Commented [DP5]: See Comment Above.

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

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

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

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

The LLT is currently in the second year of three an action plan focused on vocabulary as our targeted area of concern. During year one, 2011-2012, the LLT began *Phase One* of our actions plan: *Investigating Area of Concern*. We investigated areas of concern by examining data collected from FAIR, running records, anecdotal notes, teacher input, writing assessments, and informal and formal conferences with students, and we determined the area of concern the LLT would focus on was improving student vocabulary. Once improving student vocabulary became the area of concern the LLT began *Phase Two: Studying and Planning a Course of Action*. The LLT studied improving student vocabulary by reading research-based professional articles on the subject. Then, the LLT members shared the main points and an activity that teachers could implement with students from their reading with the greater LLT. The LLT also complied a list resources that would be necessary to address our area of concern and planned a course of action, which included Vocabulary Journals, Vocabulary Workbooks, 5 day vocabulary plan, and support and trainings provided by the reading coaches. The resources and trainings were provided to the staff.

The LLT is currently in *Phase Three* of our action plan: *Implementing a Course of Action*. The LLT met and reviewed the steps taken by the LLT in year one. The LLT has complied a list that includes the; who, what, & how of monitoring the effectiveness of course of action and additional supports the faculty need to implement effective vocabulary instruction. The implementation process will be monitored by the LLT throughout the year in order to determine the effectiveness.

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. *Parents are provided with a letter from the Commissioner of Education, explaining the assessments.* Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Commented [DP6]: Very interesting!

selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities *from the first day of school*. Parent Involvement events for Transitioning Children into Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

*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.

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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.

*High Schools Only

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

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

N/A

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?

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement		
Based on the analysis of student achievement data, and refere "Guiding Questions", identify and define areas in need of impro- for the following group:	Anticipated Barrier Strategy	Fidelity Check Strategy Data Check Who and how will the fidelity be monitored? How will the evaluation tool date be used to determine the effectiveness of strategy?	Student Evaluation Tool ta
1. FCAT 2.0: Students scoring proficient in readi (Level 3-5). Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 47% to 50%. 479%	1.1. 1.1. -Lack of understanding of how to implement Strategy Improvement Model. Tier 1 - The purpose of th strategy is to strengthen th strategy is to strengthen th core curriculum. Students -Need additional reading comprehension wi implementation of Differentiated Instruction (both with the low performing and high performing students). -Need additional rraining on effective data analysis. Differentiated Instruction (D1), tier 3 interventions - Need additional raining on effective duided Reading, FAIR, DRA, Running Instruction Steps 1. PLCs set goals for mastery based on each nin weeks of material based o benchmarks and grade lev expectations. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best- practice strategies. PLC teachers instruct	1.1. 1.1. Teacher Level Who Teacher Seflect on lessons ace -AP -Teachers reflect on lessons be -AP -Teachers reflect on lessons ace -AP specific evidence of learnin, and use this knowledge to -Lead Teachers drive future instruction. -Lead Teachers -Teachers maintain their II How -Teachers maintain their -Lead Teachers -Teachers maintain their II How -Teachers maintain their -Lead Teachers -Teachers maintain their administration. -Teachers use the on-line grading system. -Teachers suse the on-line grading system data to calculate their students' revidence of strategy in feedback. -Evidence of strategin Goal developed in their PLC In addition teachers will maintain a data portfolio wi administration walk- In addition teachers will throughs. -PSLT will create a fidelity monitoring tool After each assessment, PLC will ask the following questions and take action accordingly: I. How are we using data to	Monitoring in comprehension. During the Grading Period - Common assessments (pre, post, mid, section, end of unit) - Running Records - DRA's - Comprehension Checks - Phonemic Awareness Checks - Phonics Checks - Phonics Checks - Phonics Checks

Commented [DP7]: So proud of you! I love how you list the specific common assessments that will be used[®]

				4. Are there skills that need to	
			PSLT, and during weekly	be re-taught in a whole lesson	
		PLC discussions.	team meetings.	to the entire class?	
		Throughout the unit,		5. Are there skills that need to	
		teachers give common	Other Fidelity Tools	be re-taught as mini-lessons	
		assessments identified from	Suggestions (from Lauri	to the entire class?	
		the core curriculum	Kirsch, K-12 Gifted)	6. Are there skills that need to	
		material.		be re-taught to targeted	
		5. Teachers bring	Strategies	students?	
		assessment data back to the	-Walk-Through Card	7. Are there skills that need	
		PLCs.		to be enriched for the whole	
		6. Based on the data,		glass or to targeted students?	
		teachers discuss strategies	encennar	glass of to far gerea stratems.	
		that were effective.	1 st Grading Period Check	Leadership Team Level	
		7. Based on the data,			1
		teachers a) decide what		Teachers for grades 1-5 will	1
		skills need to be re-taught in		update their guided reading	l
		a whole lesson to the entire		notebook monthly with	
		class, b) decide what skills		current Running Records,	1
		need to be moved to mini-		DRA2's, fluency checks,	
		lessons or re-teach for the		sight word lists and other	
				pertinent data. Kindergarten	
		whole class and c) decide		will begin collecting the same	
		what skills need to re-taught		data when students produce	
		to targeted students.		the readiness indicators set	
		8. Teachers provide		further by the district's report	
		Differentiated Instruction to		card handbook.	
		targeted students		curd hundbook.	
		(remediation and		Teachers for grade 6-8 will meet	
		enrichment).		bi-weekly to review mini	
		9. PLCs record their work		assessment and common	1
		in logs.		formative assessment data in	1
				order to monitor student	1
				progress.	l
					1
				All Teachers will share data	1
				with the Problem Solving	1
				Leadership Team. and	1
				administration. The Problem	1
				Solving Leadership	1
				Team/Reading Leadership	1
				Team/administration will	1
				review assessment data for	1
				trends at a minimum of once	1
				per nine weeks.	l
					1
				1 st Grading Period Check	1
TT11.1					

					2 nd Grading Period Check 3 rd Grading Period Check		
		strategy needs professional development. Training for this strategy is being rolled out in 12- 13. -Training all content area teachers on CCSS.	text. Teachers need to understand and use <u>higher- order, text-dependent</u> <u>questions</u> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text- dependent question assists students in discovering and achieving deeper understanding of the	1.2. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Lead Teachers -Lead Teachers -Subject Area Leaders/Department Heads How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk- throughs. -PSLT will create a fidelity monitoring tool that includes all of the SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty	1.2. <u>Teacher Level</u> -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 the development of their individual/PLC SMART Goal <u>PLC Level</u> -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 <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher	1.2. <u>3x per year</u> - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	<mark>Cor</mark> strat deta Mat
Hillsborough 2012			<u>Action Steps</u> 1. As a Professional		support and student supplemental instruction.		

Commented [DP8]: Love how you are using a cross-content strategy. For the evaluation tools, please be more specific and detailed. What will these look like for each content area? Science? Math?

			weeks, monthly through		
		teaching, and modeling	PSLT, and during weekly		
		researched-based best-	team meetings.		
		practice strategies monthly.	-	1	
		2. Teachers instruct students	Other Fidelity Tools		
		using the core curriculum	Suggestions (from Lauri		
			Kirsch, K-12 Gifted)		
		BOOKS , incorporating	-Differentiation		
			Strategies		
		techniques and DI strategies			
		from their PLC discussions.	want Intough Cara		
			1 st Grading Period Check		
		teachers give common			
		accomments identified from			
		the core curriculum	2 nd Grading Period Check		
		material.			
			3 rd Grading Period Check		
		assessment data back to the		1	
		PLCs.			
		5. Based on the data,			
		teachers discuss strategies			
		that were effective.			
		Based on the data,			
		teachers a) decide what			
		skills need to be re-taught in			
		a whole lesson to the entire			
		class, b) decide what skills			
		need to be moved to mini-			
		lessons or re-teach for the			
		whole class and c) decide			
		what skills need to re-taught		1	
		to targeted students.			
		7. Teachers provide			
		Differentiated Instruction to		1	
		targeted students		1	
		(remediation and		1	
		enrichment).		1	
		enrichment).			
1	1.2.	1.2.	1.2.	1.2.	1.2.
				PLCs-Teachers assess	
		Action Steps	-Administration Team	students using end of	<u>3x per year</u> -FAIR Broad
		Tier 1 – The purpose of this		unit/chapter tests. PLCs will	
		strategy is to strengthen the			fluency
	and teachers new to		Evaluator	chart the increase in the	
		reading comprehension will improve through teachers	How	number of students reaching at least 80% mastery on units	During grading period:

curriculum familiarity-	utilizing clear expectations	-PSLT will create a	of instruction.	responses reflecting higher
	of learning tools such as	fidelity monitoring tool		order thinking
		that includes all of the	With teachers, administration	
	standard Unit Question	SIP strategies. This		reflecting student-lead
		fidelity check form will	form student data (formal and	discussion.
	terms, essential questions,	be used to monitor the	informal).	- Thinking Maps
	unwrapped standards	implementation of the	, , , , , , , , , , , , , , , , , , ,	
	and/or unpack	SIP strategies across the		
	assessments. These	entire facultyUse the		
	learning tools will be used	forms to measure clear		
	during every lesson to build	objectives		
	connections between	- Informal/ formal		
	activities and learning.	Observation &		
		Evaluation Form (EET		
	Action Steps	tool).		
	 Provide staff 			
	development in the	These strategies will be		
	appropriate use of	added to the form		
	Clear Expectation of			
	Learning Tools.			
	As a Professional			
	Development activity, PLCs			
	meet and practice writing			
	and creating clear			
	expectation of learning			
	activities.			
	3. As a Professional			
	Development activity in			
	their PLCs, teachers spend			
	time sharing, researching,			
	teaching, and modeling			
	Clear Expectation of			
	Learning Tools. 4. PLC teachers utilize the			
	4. PLC teachers utilize the Transparency Learning			
	Tools in the classroom. The			
	evidence of the use of the			
	tools is seen by the posting			
	of the learning objectives,			
	essential learning questions,			
	and assessment alignment.			
	5. Teachers bring			
	assessment data back to the			
	PLCs.			
	6. Based on the data,			
	teachers discuss effective			

2012-2013 School Improvement Plan	(SIP)-Form SIP-1
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		1	1	
	implementation.			
	7. Based on data, PLCs use			
	the problem-solving process			
	to determine next steps.			
	8. PLCs record their work			
	in logs.			
1.4Teachers	1.4	1.4	1.4	1.4
	Common Core Reading	Who	Teacher Level	<u>3x per year</u>
strategy needs	Strategy Across all	-Principal	-Teachers reflect on lesson	- FAIR
professional	Content Areas	-AP	outcomes and use this	
development. Training	Reading comprehension	-Instruction Coaches	knowledge to drive future	
for this strategy is	improves when students	-Subject Area Leaders	instruction.	During the Grading Period
being rolled out in 12-	are engaged in grappling	-PLC facilitators of like	-Teachers use the on-line	- Common assessments
13.	with complex text.	grades and/or like courses		(pre, post, mid, section,
-Training all content	Teachers need to			end of unit, intervention
area teachers on CCSS	understand how to	How	progress towards their PLC	checks)
	select/identify complex	-Reading PLC Logs	and/or individual SMART	
	text, shift the amount of	-Language Arts PLC	Goal.	
	informational text used in	Logs	PLC Level	
	the content curricula, and	-Social Studies PLC Logs	-Using the individual teacher	
	share complex texts with	-Elective PLC Logs	data, PLCs calculate the	
	all students. All content	-PLCS turn their logs into	SMART goal data across all	
	area teachers are	administration and/or	classes/courses.	
	responsible for	coach after a unit of	-PLCs reflect on lesson	
		instruction is complete.	outcomes and data used to	
		-Administration and	drive future instruction.	
	Action Steps	coach rotate through	-For each class/course, PLCs	
	Action steps for this	PLCs looking for	chart their overall progress	
	strategy are outlined on	complex text discussion.	towards the SMART Goal.	
	grade level/content area	-Administration shares	Leadership Team Level	
		the positive outcomes		
	PLC action plans.	observed in PLC	-PLC facilitator/ Subject Area	
			Leader/ Department Heads	
		meetings on a monthly	shares SMART Goal data	
		basis.	with the Leadership Team.	
			-Data is used to drive teacher	
			support and student	
			supplemental instruction.	
1.5Teachers	1.5	1.5	15.	1.5
knowledge base of this	Common Core Reading	Who	Teacher Level	3x per year
strategy needs	Strategy Across all	-Principal	-Teachers reflect on lesson	- FAIR
professional	Content Areas	-AP	outcomes and use this	
development. Training		-Instruction Coaches	knowledge to drive future	
			in a second seco	

			for this strategy is	understand how to design	-Subject Area Leaders	instruction.	During the Grading Period
				and deliver a close reading		-Teachers maintain their	- Common assessments
			13.	lesson. Student reading	grades and/or like courses	assessments in the on-line	(pre, post, mid, section,
			-Training all content	comprehension improves	Ĕ	grading system.	end of unit, intervention
			area teachers on CCSS	when students are engaged	How	-Teachers use the on-line	checks)
				in close reading instruction	-Reading Logs	grading system data to	
				using complex text.	-Language Arts Logs	calculate their students'	
				Specific close reading	-Social Studies Logs	progress towards the	
				strategies include: 1)	-Elective Logs	development of their	
				multiple readings of a	-PLCS turn their logs into		
				passage 2) asiang ingher	administration and/or	Goal.	
				order, text-dependent	coach after a unit of	PLC Level	
				quebelono, of writing in	instruction is complete.	-Using the individual teacher	
					-PLCs receive feedback	data, PLCs calculate the	
				engaging in text-based class	on their logs.	SMART goal data across all	
				discussion. All content	Administration shares the		
				ai cu coucilo ui c	positive outcomes	-PLCs reflect on lesson	
				responsible for	observed in PLC	outcomes and data used to	
					meetings on a monthly	drive future instruction.	
					basis.	- For each class/course, PLCs	
				Action Steps	-Reading Coach observations and walk-	chart their overall progress	
				Action steps for this	throughs	towards the SMART Goal.	
					-Administrative walk-	Leadership Team Level	
				grade level/content area PLC action plans.	throughs looking for	-PLC facilitator/ Subject Area	
					implementation of	Leader/ Department Heads shares SMART Goal data	
					strategy with fidelity and	with the Problem Solving	
					consistency.	Leadership Team.	
					-Administrator and	-Data is used to drive teacher	
					Reading Coach aggregate		
					the walk-through data	supplemental instruction.	
					school-wide and shares	supplemental instruction.	
					with staff the progress of		
					strategy implementation.		
					states, implementation.		
Based on the analysis of studen	nt achievement da	ta, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify an		need of improvement			Who and how will the	How will the evaluation tool data	
for the fo	ollowing group:				fidelity be monitored?	be used to determine the	
2. FCAT 2.0: Students score	ning Ashiever	nont Lovals 4 or 5	2.1	2.1	2.1.	effectiveness of strategy? 2.1.	2.1.
	ing Achieven	nent Levels 4 of 5		2.1 Strategy	2.1. Who	Teacher Level	2.1. 3x per year
in reading.			knowledge in how to	Sualogy	-Principal	PLCs will review evaluation	-FAIR Broad
Reading Goal #2:	2012 Current	2013 Expected Level		Action Steps. The purpose	-AP	data at weekly PLC meetings.	screen/Maze/OPM for
Reading Obai #2.	Level of		for above level readers		-Reading Coach		fluency
	Performance:*			strengthen the core	PLC Facilitators	PLC/Department Level	
1			a reader o	state and the core			

The percentage of students			Workshop model.	curriculum. Students'	- Lead Teachers	PLC facilitator will share data	During grading period
scoring a Level 4 or higher on	26%	29%	- Teachers vary in	reading comprehension,	How Monitored	with the Problem-Solving	-Students' journal
the 2013 FCAT Reading will			knowledge regarding	fluency, and vocabulary	-PLC logs turned into	Leadership Team.	responses reflecting higher
increase from 26% to 29%.			the identification and	will increase through use of		Leadership Team.	order thinking
mercase nom 20% to 29%.			use of effective	the Junior Great Books	Administration provides	Leadership Team Level	- Anecdotal Notes
			progress	instructional model which	feedback.	The Problem-Solving	reflecting student-lead
				includes:	-Classroom walk-	Leadership Reading/	discussion.
					throughs observing the	Leadership Team will review	- Thinking Maps
			proficiency.		JUNIOR GREAT	assessment data for trends at	- Thinking Maps
			proficiency.		BOOKS instructional	a minimum of once per nine	
				8,	model. (from Lauri	weeks.	
				1 1	Kirsch, K-12 Gifted)		
						1 st Grading Period Check	
				-students responding	-Evidence of strategy in	-	
					teachers' lesson plans		
					seen during	2 nd Grading Period Check	
					administration walk-		
					throughs and meetings		
					with Lead Teachers	3 rd Grading Period Check	
				-ongoing assessment	PSLT will create a		
					fidelity monitoring tool		
					that includes all of the		
					SIP strategies. This		
					fidelity check form will		
				1. Identify students	be used to monitor the		
					implementation of the		
					SIP strategies across the		
					entire facultyUse the		
					forms to measure clear		
				training/resource needs	objectives		
				assessment to determine			
				support plan.	1 st Grading Period Check		
				Schedule training and	<u>1 Grading Period Check</u>		
				plan for resources.			
				4. Grade level PLCs meet	2 nd Grading Period Check		
				and come to consensus			
				regarding progress			
				monitoring/evaluation tools	3 rd Grading Period Check		
				for measuring			
				comprehension, fluency,			
				and vocabulary.			
				Teachers administer			
				student interest surveys and			
				progress monitoring			
				assessment to determine			
				base-line data and areas of			
				strength and need.			

•					
		As a Professional			
		Development Teachers			
		meet with consultant from			
		Junior Great Books			
	1	Foundation and participate			
		in Workshop and one-one			
		coaching cycle. Ongoing			
		support and coaching is			
		taking place in their PLCs,			
		for JUNIOR GREAT			
		BOOKS implementation			
		with lead teachers.			
		7. Assess students with			
	1	identified progress			
	1	monitoring tools monthly.			
	1	Bring assessment data to			
		PLC for comparison.			
		Identify trends and design			
		lessons to target instruction.			
		9. PLCs record their work			
		in the PLC logs.			
		-			
	2.2.	2.2.	2.2.	2.2.	2.2.
	-Lack of understanding		Who	Teacher Level	<u>3x per year</u>
	of how to implement	Tier 1 - The purpose of this	-Principal	-Teachers reflect on lessons	- FAIR On-going Progress
	the Core Continuous	strategy is to strengthen the	-AP	during the unit citing/using	Monitoring in
	Improvement Model.	core curriculum. Students'	-Lead Teachers		comprehension.
	- Need additional	reading comprehension will	-Reading Coach	and use this knowledge to	
	training to implement	improve through teachers	-School Psychologist	drive future instruction.	
	effective PLCs.	using C-CIM (Core		-Teachers maintain their	During the Grading Perio
	- Teachers at varying	Continuous Improvement	How	assessments in the on-line	- Common assessments
	levels of	Model) with core	-PLC logs turned into	grading system.	(pre, post, mid, section,
	implementation of	curriculum and providing	administration.	-Teachers use the on-line	end of unit)
	Differentiated	Differentiated Instruction		grading system data to	,
		(DI) as a result of the	feedback.	calculate their students'	 Running Records
		problem-solving model.	-Evidence of strategy in	progress towards the SMART	-Fluency Checks
	high performing		teachers' lesson plans	Goal developed in their PLC.	-DRA's
	students).		seen during	In addition teachers will	-Comprehension Checks
				maintain a data portfolio with	-Phonemic Awareness
	- Need additional	IT I Dob write brin her	throughs.		Checks
	training on effective	0		taught.	-Phonics Checks
	data analysis.	weeks of material. (For		laught.	
	-No Elementary		fidelity monitoring tool	PLC/Department Level	
	-No Elementary Reading coach until the	nine weeks, 75% of the	that includes all of the	PLC/Department Level	
	-No Elementary Reading coach until the second quarter.	nine weeks, 75% of the students will score an 80%	that includes all of the SIP strategies. This	After each assessment, PLCs	
	-No Elementary Reading coach until the second quarter. -Unable to receive	nine weeks, 75% of the students will score an 80% or above on each unit of	that includes all of the SIP strategies. This fidelity check form will	After each assessment, PLCs will ask the following	
	-No Elementary Reading coach until the second quarter.	nine weeks, 75% of the students will score an 80% or above on each unit of	that includes all of the SIP strategies. This	After each assessment, PLCs	

	-				
	Record, and Reader's Workshop trainings. - As a new Magnet Program and a school with combination of brand new teachers and teachers new to the district, there are procedural and curriculum familiarity- related barriers -Lack of common planning time to facilitate and hold PLC	Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best- practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. Throughout the unit, teachers give common assessments identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini- lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).	on EET pop in forms in the notes section. -Monitoring data will be reviewed every nine weeks, monthly through PSLT, and during weekly team meetings. Other Fidelity Tools Suggestions (from Lauri Kirsch, K-12 Gifted) -Differentiation Strategies -Walk-Through Card -PYP Classroom checklist I st Grading Period Check 2 nd Grading Period Check	 Are there skills that need to be re-taught as mini-lessons to the entire class? Are there skills that need to be re-taught to targeted students? Are there skills that need to be enriched for the whole glass or to targeted students? Leadership Team Level Teachers for grades 1-5 will update their guided reading notebook monthly with current Running Records, DRA2's, fluency checks, sight word lists and other pertinent data. Kindergarten will begin collecting the same data when students produce the readiness indicators set further by the district's report card handbook. Teachers for grade 6-8 will meet bi-weekly to review mini 	
		8. Teachers provide Differentiated Instruction to targeted students (remediation and		the readiness indicators set further by the district's report card handbook. Teachers for grade 6-8 will meet	

						administration. The Problem Solving Leadership Team/Reading Leadership Team/administration will review assessment data for trends at a minimum of once per nine weeks. <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student "Guiding Questions", identify and for the foll			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
3. FCAT 2.0: Points for stud in reading.	dents making	-	-PLCs struggle with how to structure	3.1 <u>Strategy</u> Student achievement	3.1. <u>Who</u> -Principal		3.1. <u>3x per year</u> FAIR
L	2012 Current Level of Performance:*	of Performance:*	conversations and data	improves through <u>teachers</u> working collaboratively to focus on student learning.		the-grading period SMART goal outcomes to administration, Lead teachers,	During the Grading Period

2012-2013 School Improvement Plan ((SIP)-Form SIP-1
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Points earned from students naking learning gains on the	60	63	leaning. To address this barrier, this year	Specifically, they use the Plan-Do-Check-Act model		coach, SAL, and/or leadership team.	Common assessments (pre, post, mid, section, end of	
2013 FCAT Reading will	UU	00		and log to structure their	grades and/or like courses			
ncrease from 60 points to 63	points	nointe	to use the Plan-Do-	way of work. Using the	grades and/or like courses		unit) -Running Records	
points.	points	pomis	Check-Act	backwards design model for	How		-Fluency Checks	C
			"Instructional Unit"	units of instruction, teachers			-DRA's	(
				focus on the following four			-Comprehension Checks	F
			log.	questions:	Administration provides		-Phonemic Awareness	
					feedback.		Checks	
				them to learn?	-Evidence of strategy in		-Phonics Checks	
					teachers' lesson plans		-Filomes Checks	
				have learned it?	seen during			
					administration walk-			
					throughs.			
					-PSLT will create a			
	1				fidelity monitoring tool			
					that includes all of the			
					SIP strategies. This			
				Actions/Details	fidelity check form will			
					be used to monitor the			
					implementation of the			
					SIP strategies across the			
				their PLCs, teachers spend	entire faculty.			
				time sharing, researching,	-Classroom walk-			
					throughs observing this			
				0.	strategy will be reflected			
				practice strategies monthly.	on FET pop in forms in			
				2. Teachers instruct students	the notes section			
					-Monitoring data will be			
					reviewed every nine			
					weeks, monthly through			
					PSLT, and during weekly			
					team meetings.			
				assessments identified from				
				the core curriculum	Other Fidelity Tools			
				material.	Suggestions (from Lauri			
				 Teachers bring 	Kirsch, K-12 Gifted)			
				assessment data back to the	-Differentiation			
				PLCs.	Strategies			
				5. Based on the data,	-Walk-Through Card			
				teachers discuss strategies				
	1			that were effective.	1st Grading Period Check			
				6. Based on the data,				
	1			teachers a) decide what				
	1			skills need to be re-taught in	2 nd Grading Period Check			
		1		a whole lesson to the entire				

Commented [DP9]: Great job remembering to use points not percentages.

2012-2013 School Improvement	Plan	(SIP)-Form SIP-1
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		class, b) decide what skills	3 rd Grading Period Check		
		need to be moved to mini-		1	
		lessons or re-teach for the			
		whole class and c) decide			
		what skills need to re-taught			
		to targeted students.			
		7. Teachers provide			
		Differentiated Instruction to			
		targeted students			
		(remediation and			
		enrichment).			
		8. One on One coaching for			
		teachers with a lead teacher			
		and with a consultant.			
		and with a consultant.		1	
			1	1	
				1	
				1	
	3.2.	3.2	3.2.	3.2.	3.2.
	-Teachers tend to only	Strategy/Task	Who	Teacher Level	3x per year
	differentiate after the	Student achievement	-Principal	-Teachers reflect on lesson	FAIR
		improves when teachers use		outcomes and use this	
	of planning how to	on-going student data to	-Instruction Coaches	knowledge to drive future	
		differentiate instruction.	-Subject Area Leaders	instruction.	During the Grading Period
	when new content is		-PLC facilitators of like	-Teachers maintain their	Common assessments
	presented.	Actions/Details	grades and/or like courses	assessments in the on-line	(pre, post, mid, section,
	-Teachers are at	Within PLCs Before		grading system.	end of unit)
		Instruction and During	How	-Teachers use the on-line	-Running Records
	Differentiated	Instruction of New Content		grading system data to	-Fluency Checks
	Instruction strategies.	<ul> <li>Using data from previous</li> </ul>	-PLC logs turned into	calculate their students'	-DRA's
	-Teachers tend to give		administration.	progress towards the	-Comprehension Checks
	all students the same		Administration provides	development of their	-Phonemic Awareness
	lesson handouts etc.	performance/work_teachers	feedback.	individual/PLC SMART	Checks
	lesson, handouts, etc.	performance/work, teachers	feedback.	individual/PLC SMART	Checks Phonics Checks
	lesson, handouts, etc.	performance/work, teachers plan Differentiated	feedback. -Evidence of strategy in teachers' lesson plans	individual/PLC SMART Goal.	Checks -Phonics Checks

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

"Guiding Questions", identify and define areas in need of improvement Who and how will the evaluation tool data	3.3.	discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem- solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. ( <i>Questions</i> <i>are listed in the 2012-2013</i> <i>Technical Assistance</i> <i>Document under the</i> <i>Differentiation Cross</i> <i>Content strategy</i> ). -Additional action steps for this strategy are outlined on grade level/content area PLCs.	entire faculty. -Classroom walk- throughs observing this strategy will be reflected on EET pop in forms in the notes section. -Monitoring data will be reviewed every nine weeks, monthly through PSLT, and during weekly team meetings. <u>Other Fidelity Tools</u> <u>Suggestions (from Lauri</u> <u>Kirsch, K-12 Gifted)</u> -Differentiation Strategies -Walk-Through Card <u>1st Grading Period Check</u> <u>3rd Grading Period Check</u> 3.3. <b>Fidelity Check</b> Who and how will the	33. Strategy Data Check How will the evaluation tool data	3.3. Student Evaluation To
				be used to determine the effectiveness of strategy?	

	1 / • T	4.050/ 11	4 1	4.1.	4.1	4.1	4.1
4. FCAT 2.0: Points for stu	dents in Low	vest 25% making			4.1. Who	4.1. -Tracking of coach's	4.1. 3x per vear
learning gains in reading.					Administration	participation in PLCs.	- FAIR
		1	the principal/APC to	Content Areas	Administration		- FAIR
	2012 Current	2010 Empered Dever	meet with the academic			-Tracking of coach's	
	<u>evel of</u>	of Performance:*		Strategy/Task	How-	interactions with teachers	
Points earned from students in	erformance:*		basis.	Student achievement	-Review of coach's log	(planning, co-teaching,	During the Grading Period
the bottom quartile making	()	( <b>0</b> )		improves through teachers'		modeling, de-debriefing,	- Common assessments
learning gains on the 2013	60	63		collaboration with the	support to targeted	professional development,	(pre, post, mid, section,
FCAT Reading will increase			the coach.	academic coach in all	teachers.	and walk throughs)	end of unit)
from 60 points to 63points.	noints	points		content areas.	-Administrative walk-	-Administrator-Instructional	-Running Records
		Points			throughs of coaches	Coach meetings to review	-Fluency Checks
				Actions/Details	working with teachers	log and discuss action plan	-DRA's
				Academic Coach	(either in classrooms,	for coach for the upcoming	-Comprehension Checks
				-The academic coach and	PLCs or planning	two weeks	-Phonemic Awareness
				administration conducts	sessions)		Checks
				one-on-one data chats with	~ /		-Phonics Checks
				individual teachers using			
				the teacher's student past			
				and/or present data.			
				-The academic coach rotates			
				through all subjects' PLCs			
				to:			
				Facilitate lesson planning			
				that embeds rigorous tasks			
				Facilitate development,			
				writing, selection of			
				higher-order, text-			
				dependent			
				questions/activities, with an			
				emphasis on Webb's Depth			
				of Knowledge question			
				hierarchy			
				Facilitate the			
				identification, selection,			
				development of rigorous			
				core curriculum common		1	
				assessments		1	
				Facilitate core curriculum		1	
				assessment data analysis			
				Facilitate the planning for			
				interventions and the			
				intentional grouping of the		1	
				students.			
				-Using walk-through data,		1	
				the academic coach and			
				administration identify			

2012-2013 School Improvement H	Plan (SIP)-Form SIP-1
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	teachers for support in co-			
	planning, modeling, co-			
	teaching, observing and			
	debriefing.			
	-The academic coach trains			
	each subject area PLC on			
	how to facilitate their own			
	PLC using structured			
	protocols.			
	-Throughout the school			
	year, the academic			
	coach/administration			
	conducts one-on-one data			
	chats with individual			
	teachers using the data			
	gathered from walk-through	L		
	tools. This data is used for			
	future professional			
	development, both			
	individually and as a			
	department.			
	-Teachers will use iStation			
	reading program and			
	interventions.			
	interventions.			
	Leadership Team and			
	Coach			
	-The academic coach meets			
	with the principal/APC to			
	map out a high-level			
	summary plan of action for			
	the school year.			
	-Every two weeks, the			
	academic coach meets with			
	the principal/APC to:			
	Review log and work			
	accomplished and			
	Develop a detailed plan of			
	action for the next two			
	weeks.			
	4.2	1.2	4.2	4.0
4.2. The Ford	4.2.			4.2.
-The Ext				Curriculum Based
Learning	g Program Students' reading			Measurement (CBM)
(FLP) de	bes not always comprehension improves		classroom teachers who have	(From District
	e specific skill through receiving ELP	How Monitored	students.	RtI/Problem Solving

	on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	supplemental instruction on targeted skills that are not at the mastery level. -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.		Facilitators.)	
	4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Eval	uation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 47% to 50%.	See Goals 1,3 and 4	5A.1.	5A.1.	5A.1.	5A.1.	

(=)(=)						
2012 Current Level of Performance:*       2013 Expected Level of Performance:*         White:79%       White: 81%         Black: 35%       Black: 42%         Hispanic:       Hispanic: 48%         42%       Asian: 79%         Asian: 79%       American         American       Indian: N/A	5A.2.	5A.2	5A.2	5A.2	5A.2	
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	<b>Commented [DP10]:</b> See comment above.
	See Goals 1,3 and 4					
	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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5C. English Language Learners (ELL) making satisfactory progress in reading.	5C.1. -Improving the	5C.1. ELLs (LYA, LYB & LYC)	5C.1. Who	5C.1.	5C.1. -FAIR	Commented [DP11]: I added goals here based on AMO document in School Improvement. Action plans are located in

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

goals 1,3 and 4.

	01 1 0 TT -				CTT L
Reading Goal #5C: 2012 Current 2013 Expected	proficiency of ELL	comprehension of course	-School based	-Teachers reflect on lesson	-CELLA
Level of Level of		content/standards increases	Administrators	outcomes and use this	
Performance:* Performance:*	is of high priority.	in reading, language arts,	-District Resource	knowledge to drive future	During the Grading Period
The percentage of ELL students		math, science and social	Teachers	instruction.	-Core curriculum end of
making satisfactory progress in 26 % 33%	teachers are unfamiliar	studies through the use of	-ESOL Resource	-Teachers use the on-line	core common unit/
reading will increase from 26% to 33%.	with this strategy. To	the district's on-line	Teachers	grading system data to	segment tests with data
33%.	address this barrier, the	program A+Rise located on		calculate their students'	aggregated for ELL
	school will schedule	IDEAS under Programs for	How	progress towards their PLC	performance
	professional	ELL.		and/or individual ELL	ſ
	development delivered		-Administrative and	SMART Goal.	
	by the school's ERT.	Action Steps	ERT walk-throughs using	PLC Level	
	-Teachers		the CRISS walkthrough	-Using the individual teacher	
	implementation of A+	(ERT) provides professional		data, PLCs calculate the ELL	
	Rise is not consistent	development to all content		SMART goal data across all	
	across core courses.	area teachers on how to		classes/courses.	
	-Administrators at	access and use A+ Rise		-PLCs reflect on lesson	
	varying skill levels	Strategies for ELLs at		outcomes and data used to	
	regarding use of A+	http://arises2s.com/s2s/ into		drive future instruction.	
	Rise in order to	core content lessons.		-ERTs meet with Reading,	
		-ERT models lessons using		Language Arts, Social Studies	
	A+ Rise fidelity check			and Science PLCs on a	
	walk-through.	ELLs.		rotating basis to assist with	
	wark-unough.	-ERT observes content area		the analysis of ELLs	
		teachers using A+Rise and		performance data.	
		provides feedback,		- For each class/course, PLCs	
		coaching and support.		chart their overall progress	
		-District Resource Teachers		towards the ELL SMART	
		(DRTs) provide		Goal.	
		professional development to		Leadership Team Level	
		all administrators on how to		-PLC facilitator/ Subject Area	
		conduct walk-through		Leader/ Department Heads	
		fidelity checks for use of		shares ELL SMART Goal	
		A+ Rise strategies for		data with the Problem	
		ELLs.		Solving Leadership Team.	
				-Data is used to drive teacher	
				support and student	
				supplemental instruction.	
				-ERTs meet with RtI team to	
				review performance data and	
				progress of ELLs (inclusive	
				of LFs)	
	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		ELLs (LYA, LYB & LYC)			During the Grading Period
	kan ala ang ang ang ang ang ang ang ang ang an	comprehension of course	-School based	district level assessments for	-Core curriculum end of
	teachers can provide				
	ELL accommodations	content/standards improves through participation in the	Administrators	ELL students. Correlate to accommodations to determine	core common unit/

2012-2013 School Improve	ment Plan (SIP)-Form SIP-1
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Based on the analysis of student a "Guiding Questions", identify and d			Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at	(lesson and assessments)	<u>How</u> -Administrative and ERT walk-throughs using	the most effective approach for individual students. Strategy Data Check How will the evaluation tool data	Student Evaluation Tool
	for the following subgroup:				fidelity be monitored?	be used to determine the effectiveness of strategy?	
5D. Students with Disabilities		naking	5D.1. -Need to provide a	5D.1. Strategy	5D.1. Who	5D.1.	5D.1. FAIR
satisfactory progress in readi Reading Goal #5D:	ng. 2012 Current	2013 Expected		SWD student achievement	Principal, Site	-Teachers reflect on lesson	
Keading Goal #5D:	Level of	Level of	structure and procedure		Administrator, Assistance		During the Grading Period
Students with disabilities making	Performance:*	Performance:*	for regular and on- going review of	effective and <u>consistent</u>	Principal ESE Specialist	knowledge to drive future instruction.	-Core curriculum end of
learning gains in reading will increase from 10% to 13%.	100/	13%	students' IEPs by both	implementation of students' IEP goals	ESE Specialist	-Teachers use the on-line	core common unit/ segment tests with data
nom 10% to 13%.	10%	1370		strategies, modifications,	How		aggregated for SWD
				and accommodations.	IEP Progress Reports	calculate their students'	performance
			address this barrier, the	-Throughout the school	reviewed by APC	progress towards their PLC	
			APC will put a system	year, teachers of SWD		and/or individual SMART	
			in place for this school	review students' IEPs to		Goal.	
			year.	ensure that IEPs are		PLC Level	
				implemented consistently and with fidelity.		-Using the individual teacher data, PLCs calculate the	
				-Teachers (both individually	,	SMART goal data across all	
				and in PLCs) work to		classes/courses.	
				improve upon both		-PLCs reflect on lesson	
				individually and		outcomes and data used to	
				collectively, the ability to		drive future instruction.	
				effectively implement		-For each class/course, PLCs	
				IEP/SWD strategies and		chart their overall progress	
				modifications into lessons.		towards the SMART Goal.	

				Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
	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		
Differentiated Instruction	K-8	Leaders	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Subject Area Leaders		
IB-PYP/MYP Inquiry Based Integrated Units with Reading in the Content Area	K-8	Lead Teacher	All teachers Faculty Professional Development and on-going PLCs IB Workshops	Magnet Pre-Planning week and Ongoing in PLC Ongoing IB Professional Development	Classroom walkthroughs Observing Peers & Reflecting together Observations and feedback provided by Lead Teacher.	Administration, Lead Teachers, Instructional Coaches Subject Area Leaders		
Content Area Reading Comprehension	6-8	Reading Coach	Grades 6-8 Geography, Math, Science, Media specialist	1 hour weekly for 15 weeks	Coaching cycle and observation	Reading Coach		
Jr. Great Books	K-8	Jr. Great Books Consultant	K-8 Teachers	Consultant days: Oct 24- 26 & Nov.1& 2, 2012 Coaching w/ LeadTeacher: Ongoing	Classroom walkthroughs PLC Meetings with Lead Teacher Observing Peers & Reflecting together Observations and feedback provided by Lead Teacher.	Administration, Reading Coaches, Lead Teachers		
Guided Reading Coaching Cycles	K-5	Elementary Reading Coach	K-5 Teachers	On-going	Coaching Cycles	Reading Coach		
Assessment Training	K-5	Elementary	K-5 Teachers	On-going	Coaching Cycles/PSLT	Administration/Reading Coach		

**Commented [DP12]:** Great job aligning your PD with your reading goals. Way to go!

		Reading Coach			Meetings/PLC Meetings	
AVID strategies	3-8	AVID Trainers	All 5-8 Teacher	0 1	PLC notes, monthly notebooks checks	Administration
First 20 days of reading and Daily 5 Preplanning	K-5	Reading Coach	K-5 Teachers	Preplanning	PLC Notes	Reading Coach
Running records Calibration	K-5	Reading Coach	K-5 Teachers	Preplanning	Coaching cycles, PLC notes	Reading Coach
FAIR Data Chats	K-8	Reading Coach	K-5 Teachers	3x Per Year	PLC Meetings	Reading Coach/Administration
Reading 2.0 Data Chats and Action Planning	K-8	Reading Coach	K-2 Teachers	3x Per year	PLC notes, Coaching Cycles	Reading Coach
Text Complexity and Cloze Reading	K-5	Reading Coach	K-5Teachers	Preplanning	Coaching Cycle	Reading Coach
Guided Reading Coaching Cycles	K-8	Reading Coach	K-8 Teachers	Ongoing	PLC Meetings	Reading coach

End of Reading Goals

# **Elementary or Middle School Mathematics Goals**

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
The percentage of students	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 50%		<ul> <li>1.1.</li> <li>Strategy Students' math achievements improves through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on- line assessments to prepare students for on-line state testing. Use Think Central Online Component, First in Math, FASST Math, &amp; Success Maker</li> <li>Action Steps <ol> <li>PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</li> <li>PLC teachers instruct students will score an adoption or above on each unit of instruction.)</li> <li>PLC teachers instruct students using the core curriculum using Data and prescriptive assignments based on student data from Think Central assessments incorporating DI strategiesand Global Concept Guide from their PLC discussions.</li> </ol> </li> </ul>	<ul> <li>Principal</li> <li>Math DH/SAL</li> <li>-Technology Specialist</li> <li>-Math Coach</li> <li>-Math Resource Teacher</li> <li>How Monitored</li> <li>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</li> </ul>	assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving	1.1. <u>2x per year</u> District Baseline and Mid- Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)	

 		-		-	
		3. At the end of the unit, teachers give a common			
		assessment identified from			
		the core curriculum			
		material.			
		4. Teachers bring			
		assessment data back to the			
		PLCs.			
		5. Based on the data,			
		teachers discuss strategies			
		that were effective in			
		Enrichment and and small			
		group re-teach. 6. Based			
		on the data, teachers a)			
		decide what skills need to be			
		re-taught in a whole lesson			
		to the entire class, b) decide			
		what skills need to be			
		moved to mini-lessons or re-			
		teach for the whole class and			
		c) decide what skills need to	]		
		re-taught to targeted			
		students (FCIM).			
		7. Teachers provide			
		Differentiated Instruction to			
		targeted students			
		(remediation and			
		enrichment).			
		<ol><li>PLCs record their work in</li></ol>			
		logs.			
		9. Use technology to			
		differentiate. (FAAST Math,			
		Think Central, First in Math,			
		Success Maker.)			
		<i>,</i>			
	1.0	1.2	1.0	1.2	1.0
	1.2	1.2	1.2	1.2 Teacher Level	1.2 District 1.2
		Tier 1 - The purpose of this			District Test form 1,2 and
		strategy is to strengthen the	-Administration	-Teachers reflect on lessons	3
		core curriculum. Students'		during the unit citing/using	Mock FCAT assessment
		math skills will improve	How		February
		through teachers using the	-PLC logs turned into	and use this knowledge to	2x per year
	implementation of F-	Core Continuous	administration.	drive future instruction.	District Baseline and Mid
	CIM for targeted mini	Improvement Model (C-	Administration provides	-Teachers maintain their	Year Testing
	lessons and NOT on	CIM) with core curriculum	feedback.	assessments in the on-line	-
				grading system.	

,	T				
		and providing	-Classroom walk-	-Teachers use the on-line	Semester Exams
	, ,	Differentiated Instruction	throughs observing this	grading system data to	
	levels of	(DI) as a result of the	strategy. Administrators	calculate their students'	During the Nine Weeks
	*	problem-solving model.	will use the HCPS		-Chapter Tests
	Differentiated		Informal Observation	Goal developed in their PLC.	-Benchmark mini
		Action Steps	· · · · ·	In addition teachers will	assessments
		<ol> <li>PLCs write SMART</li> </ol>	The C-CIM and DI	maintain a data portfolio with	
	high performing	goals based on each nine	strategies will be added to		Middle School EOC
	students).	weeks of material. (For	the form.	taught	exams
	- As a new school with	example, during the first	-Evidence of strategy in	PLC/Department Level	1
	combination of 13	nine weeks, 75% of the	teachers' lesson plans	K-5 teachers will review unit	
	brand new teachers and	students will score an 80%	seen during	assessments by conducting an	
	teachers new to the	or above on each unit of	administration walk-	item analysis to make	
	district, there are	instruction.)	throughs.	instructional decisions	
	procedural and	2. PLC teachers instruct	-PSLT will create a	accordingly.	
	curriculum familiarity-	students using the core	fidelity monitoring tool		
		curriculum, incorporating Dl	that includes all of the	After each assessment, PLCs	
	-Lack of common	strategies from their PLC	SIP strategies. This	will ask the following	
	planning time to	discussions.	fidelity check form will	questions and take action	
		3. At the end of the unit,	be used to monitor the	accordingly:	
	1	teachers give a common	implementation of the	1. How are we using data to	
		assessment identified from	SIP strategies across the	inform our instruction?	
		the core curriculum	entire faculty.	2. What barriers to	
		material.		implementation are we facing	
		4. Teachers bring	First Nine Week Check	and how will we address	
		assessment data back to the		them?	
		PLCs from core		3. To what degree are we	
		Assessments and Think	Second Nine Week	making progress towards our	
		Central Assessments nad	Check	SMART goal?	
		district formatives		4. Are there skills that need to	
		5. Based on the data,		be re-taught in a whole lesson	
		teachers discuss strategies	Third Nine Week Check	to the entire class?	
		that were effective.	Silver Silver	5. Are there skills that need to	
		6. Based on the data,		be re-taught as mini-lessons	
		teachers a) decide what		to the entire class?	
		skills need to be re-taught in		6. Are there skills that need to	
		a whole lesson to the entire		be re-taught to targeted	
		class, b) decide what skills		students?	
		need to be moved to mini-		7. Are there skills that need	
		lessons or re-teach for the		to be enriched for the whole	
		whole class and c) decide		glass or to targeted students?	
		what skills need to re-taught		or the for seven structures.	
		to targeted students (FCIM).		Leadership Team Level	
		7. Teachers provide			
		Differentiated Instruction to			
		targeted students		Teachers will meet bi-weekly to	
		largeiten students		review mini assessment and	

	l.	(remediation and		common formative assessment		
				data in order to monitor student		
		enrichment).		progress.		
		<ol><li>PLCs record their work in</li></ol>		u . O		
		logs.		All Teachers will share data		
				with the Problem Solving		
				Leadership Team. and		
				administration. The Problem		
				Solving Leadership Team		
				/administration will review		
				assessment data for trends at		
				a minimum of once per nine		
				weeks.		
				weeks.		
				PLCs will review unit		
				assessments and make		
				instructional decisions		
				accordingly.		
				accordingry.		
				Teachers will share data with		
				the Problem Solving		
				Leadership Team. The		
				Problem Solving Leadership		
				Team for trends at a		
				minimum of once per nine		
				weeks.		
				WCCKS.		
				First Nine Week Check		
				This Tune Week Cheek		
				Second Nine Week Check		
				becond time treex cheek		
				Third Nine Week Check		
Based on the analysis of student achievement data, and reference to	Anticipated Barrier					
"Guiding Questions", identify and define areas in need of improvement						
for the following group:						
2. FCAT 2.0: Students scoring Achievement Levels 4 or	2.1.	2.1	2.1	2.1.	2.1.	
5 in mathematics.	Not all teachers have			PLCs – Periodic (weekly or	2x per year	
5 in manematics.				in a second contract of the second seco	<u> </u>	

2012-2013 School Improvement Plan	n (SIP)-Form SIP-1
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Mathematics Goal #2:	2012 Current	2013 Expected Level	the same skill level of	<b>Tier 1</b> – The purpose of this	Administration	bi-weekly) progress	District Baseline and Mid-
Mathematics Obai #2.	Level of			strategy is to strengthen the		monitoring of assessment	Year Testing
The percentage of students	Performance:*			core curriculum. Students'	How Monitored	scores, daily teacher	rear resultg
The percentage of students				math skills will improve	-PLC logs turned into	observations, and response	-BOY test
the 2013 FCAT Math will	23%						-MYT tests
increase from 23% to 26%				rigorous math lessons		lesson plans based on data	-EOY test
increase from 23% to 20%				designed to increase their	feedback.	are reviewed to determine the	
			facilitate and hold PLC		-Classroom walk-		and EOC examinations.
						demonstrating proficiency	and EOC examinations.
				district Global Concept	lessons designed with	toward benchmark	During the grading period
				Guides and DOE links to	depth and complexity.	attainment.	-Chapter Tests
						attainment.	-Chapter Tests
			teachers new to the	the NGSSS and the FCAT	-Evidence of strategy in	PLCs will review unit	-Benchmark mini
			district, there are		teachers' lesson plans seen during		
				a guide for planning by		assessments and make instructional decisions	assessments 2-3x Per Year
							2-5x Per Year
					throughs -PSLT will create a walk-	accordingly.	
					-PSL1 will create a walk- through fidelity	Teachers will share data with	
			data				
						the Problem Solving	
				Action Steps: 1. PLCs write SMART goals		Leadership Team. The Problem Solving Leadership	
						Team will review assessment	
				material.	to monitor the	data for trends at a minimum	
						of once per nine weeks.	
					SIP strategies across the	of once per nine weeks.	
					entire faculty.		
					Monitoring data will be		
					reviewed every nine		
				to increase the rigor of the	weeks.		
				benchmark in classroom.	-Elementary Mathematics		
				Teachers will also use the	(available from		
					Elementary Math)		
					Walk-through Form		
				rigor of each of the	-PLC Log		
				benchmarks.	-i Le Log		
				3. Teachers implement the			
				lessons with depth and rigor			
				strategies discussed in their			
				PLCs.			
1				4. Teachers implement the			
				common assessments.			
				5. Teachers bring			
				assessment data back to the			
				PLCs.			
				6. Using the data, teachers			
				discuss the effectiveness of			
				uiscuss life effectiveness of	1		

			2.2.		2.2.		2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student "Guiding Questions", identify and for the fol			Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>3. FCAT 2.0:</b> Points for stuin mathematics.		0 00		Strategy <b>Tier 1</b> – The purpose of this	<u>Who</u> Administration	PLCs – Periodic (weekly or bi-weekly) progress	2.1. <u>2x per year</u> District Baseline and Mid-
Points earned from students	Level of Performance:*	of Performance:*	how to increase the depth and rigor necessary to meet the NGSSS.	strategy is to strengthen the core curriculum. Students' math skills will improve through participation in	How Monitored -PLC logs turned into administration.	monitoring of assessment scores, daily teacher observations, and response through modification of	Year Testing -BOY test -MYT tests
2013 FCAT Math will increase from 56 points to 59 points.		59	planning time to facilitate and hold PLC	designed to increase their depth of knowledge.	feedback. -Classroom walk-		-EOY test - Middle School pre-test and EOC examinations.
Hillsborough 2012	points	points	combination of 13 brand new teachers and teachers new to the district, there are procedural and curriculum familiarity- related barriers. -Lack of opening school data	Global Concept Guides & DOE links to the NGSSS and the FCAT assessment as a guide for planning by utilizing the components that focus on depth and complexity of each of the benchmarks. <u>Action Steps:</u> 1. PLCs write SMART goals based on each nine weeks of material. 2. As a Professional Development activity in their PLCs, teachers discuss	lessons designed with depth and complexity. -Evidence of strategy in teachers' lesson plans seen during administration walk- throughs -PSLT will create a walk- through fidelity monitoring tool that includes all of the SIP strategies. This walk- through form will be used to monitor the implementation of the	attainment. PLCs will review unit assessments and make	During the grading period -Chapter Tests -Benchmark mini assessments 2-3x Per Year

Commented [DP13]: Make sure these are points.

2012-2013 School Improvement	Plan	(SIP)-Form SIP-1
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		Monitoring data will be		
	to increase the rigor of the benchmark in classroom.	reviewed every nine weeks.		
	Teachers will also use the	-Elementary Mathematics		
	DOE links to the NGSSS	(available from		
	highlighting the depth and	Elementary Math)		
	rigor of each of the	Walk-through Form		
	benchmarks.	-PLC Log		
	3. Teachers implement the			
	lessons with depth and rigor			
	strategies discussed in their PLCs.			
	4. Teachers implement the			
	common assessments.			
	5. Teachers bring			
	assessment data back to the			
	PLCs.			
	6. Using the data, teachers			
	discuss the effectiveness of			
	the rigor and depth			
	strategies that were			
	implemented.			
	7. Based on data, PLCs use			
	the problem-solving process to determine next steps of			
	rigor and depth lesson			
	planning.			
	8. PLCs record their work in			
	the PLC logs.			
	6			
3.2.	3.2.	3.2.	3.2.	3.2.
	Strategy/Task Students' math achievement		<u>Teacher Level</u> -Teachers reflect on lesson	2x per year District Baseline and Mid-
differentiate after the	improves when teachers use		outcomes and use this	Year Testing
of planning how to	on-going student data to		knowledge to drive future	Tear Testing
differentiate the lesson	differentiate instruction.		instruction.	Semester Exams
when new content is	differentiate instruction.		-Teachers maintain their	Semester Exams
presented.	Actions/Details		assessments in the on-line	During the Grading Period
-Teachers are at	Within PLCs Before		grading system.	Common assessments
varying levels of using	Instruction and <u>During</u>		-Teachers use the on-line	(pre, post, mid, section,
Differentiated	Instruction of New Content		grading system data to	end of unit)
Instruction strategies.	-Using data from previous		calculate their students'	
-Teachers tend to give	assessments and daily		progress towards the	
all students the same	classroom		development of their	
lesson, handouts, etc.	performance/work, teachers		individual/PLC SMART	
	plan Differentiated		Goal.	

2.2.     2.2     2.1     2.1     2.2     2.2       1.2     2.2     2.2     2.2     2.2       2.1     1.2     1.1     The providing     1.5       1.3     1.1     1.1     1.1     1.1       1.4     1.2     2.2     2.2     2.2       2.2     2.2     2.1     2.2     2.2       2.1     1.1     The providing     1.5     2.1       1.4     1.5     1.1     1.1     1.5       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1       1.5     1.1     1.1     1.1     1.1	<b>-</b> · · ·					
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2.2.       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.2       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4       2.4			new content in upcoming		data, PLCs calculate the	
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Image: Second					-PLCs reflect on lesson	
Image: Second			-During the lessons.		outcomes and data used to	
Include grouping techniques       -For each class-course, PLCs         PLC failing techniques       -For each class-course, PLCs         PLC failing techniques       -For each class-course, PLCs         - Teachers reflect and discuss       -For each class-course, PLCs         - Use student data to identify       -Patter implementation.         - Use student data to identify       -Patter implementation.         - Using a problem-solving       - Leader/ Department Heads         - Using a problem-solving       - Data is used to drive teacher         - Using a problem-solving       - Data is used to drive teacher         - Transcription       - Data is used to drive teacher         - Transcription       - Data is used to drive teacher         - Transcription       - Data is used to drive teacher         - Transcription       - Data is used to drive teacher         - Transconstraints       - Teachers are using the						
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7 Eachers related and scuss he outcome of their DI essons.       Teachers related and to identify successful DI techniques for future implementation.       District Baseline and Mid students who need re- eaching/interventions and how that instruction will be given by       District Baseline and Mid struction (bdn with implementation of Differentiated       2.2       2.2       2.2       2.2       2.2         Time constraints (tight pacing guides given by       Ter 1 - The purpose of this provided.       Whe       Whe       PLC unit assessment data will 2x per vear       District Baseline and Mid semester Exams         CIM for targeted mit provided.       Cree Continuous and provided.       Classroom walk trategy is to torget term administration.       PLC swill review unit assessment and make classing and make bills will inprove administration.       Semester Exams         CIM for targeted mit problem-solving given by       Cree Continuous assessment Model (C- barter Continuous administration.       PLCs will review unit assessment and make classing and providing materiated with the low performing administration of Differentiated Instruction (both with the low performing students)       Differentiated Differentiated Instruction (both with the low performing administration of Differentiated Instruction (both with the low performing students)       PLCs will review and administrator.       PLCs will review and assessments at a with will use the HCPS Instruction all exists at accordingly.       Semester Exams accordingly.         Tarachers at varying levels of mplementation of Differentiated Instruction (both with the low performing students).       PLCs write SMART pala						
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CIM for targeted mini lessons and NOT on the core curriculum. - Teachers at varying levels of Differentiated Instruction (both with the low performing students).Improvement Model (C- (CIM) with core curriculum and providing Differentiated Instruction will use the HCPS Hop-In Form (EET tool).assessments and make instructional decisions accordingly.During the Nine Weeks -Chapter Tests -Benchmark mini assessmentsImprovement Model (C- teachers at varying levels of Differentiated Instruction (both with the low performing students).Improvement Model (C- (CIM) with core curriculum and providing Differentiated Informal Observation action StepsAdministration provides strategy. Administrators Will use the HCPS Inform (EET tool).assessments and make instructional decisions accordingly.During the Nine Weeks -Chapter Tests -Benchmark mini assessmentsImplementation of Differentiated Instruction (both with the low performing and high performing students).Administration provides weeks of material. (For teachers' lesson plansAdministration provides the form.assessments and make instructional decisions accordinglyChapter Tests -Benchmark mini assessmentsImplementation of Differentiated Instruction (both with the low performing and high performing students).Action Steps gals based on each nine weeks of material. (For the form.Pop-In Form (EET tool).Problem Solving Leadership minimum of once per nine weeksImplementation of weeks.Implementation of problem-Solving and high performing students).Benchmark mini action ferentiated the form.I					DI Ca will review unit	Semester Exams
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the core curriculum. - Teachers at varying levels of Differentiated Instruction (both with the low performing students). - Lack of common planning time to planning time to - Classroom walk- hroughs observing this strategy. Administrators will use the HCPS Pop-In Form (EET tool). Problem Solving Leadership Team for trends at a strategies will be added to minimum of once per nine weeks. - Enchmark mini assessments Teachers will share data with the Pop-In Form (EET tool). Problem Solving Leadership Team for trends at a weeks. - Evidence of strategy in teachers' lesson plans <u>First Nine Week Checkk</u>						
- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - Lack of common planning time to planning time to planting time to pifferentiated Informated Instruction (DI) as a result of the problem solving the strategy. Administrators will use the HCPS Inform (EET tool). Problem Solving Leadership Team for trends at a strategis will be added to minimum of once per nine weeks. - Evidence of strategy in teachers' lesson plans First Nine Week Check						
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implementation of Differentiated Instruction (both with the low performing and high performing students). -Lack of common planning time to problem-solving model. Action Steps Pop-In Form (EET tool). Problem Solving Leadership Pop-In Form (EET tool). Problem Solving Leadership The C-CIM and DI strategies will be added to minimum of once per nine weeks. -Evidence of strategy in planning time to problem Solving Leadership Pop-In Form (EET tool). Problem Solving Leadership Team for trends at a weeks. -Evidence of strategy in first Nine Week Check					Teachan will share day id	assessments
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the low performing and I. PLCs write SMART high performing students).The C-CIM and DI strategies will be added to the form.Team for trends at a minimum of once per nine weeksLack of common planning time to-Lack of the nine weeks, 75% of the-Evidence of strategy in teachers' lesson plansFirst Nine Week Check			A -ti Stana			
high performing students).goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of thestrategies will be added to minimum of once per nine weeksLack of common planning time toexample, during the first nine weeks, 75% of the-Evidence of strategy in teachers' lesson plansFirst Nine Week Check						
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-Lack of common planning time to nine weeks, 75% of the teachers' lesson plans <u>First Nine Week Check</u>			c			
planning time to nine weeks, 75% of the teachers' lesson plans First Nine Week Check					weeks.	
					First Nine Week Check	
facilitate and hold PLC students will score an 80% seen during		facilitate and hold PLC				
or above on each unit of administration walk-						
- As a new school with instruction.) throughs. Second Nine Week Check					Second Nine Week Check	
combination of 13 2. PLC teachers instruct -PSLT will create a		combination of 13	2. PLC teachers instruct	-PSLT will create a		

	related barriers. -Lack of opening school data		SIP strategies. This fidelity check form will be used to monitor the implementation of the SIP strategies across the entire faculty. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	Third Nine Week Check	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
	. 4.1	4.1.	4.1.	4.1.	4.1.
4. FCAT 2.0: Points for students in Lowest 25% making	g	4.1. Strategy Across all	4.1. Who		
Iteration         Iteration <thiteration< th="">         Iteration         <thiteration< th="">         Iteration         <th< th=""><th>-Scheduling time for the principal/APC to</th><th><u>Content Areas</u></th><th>Administration</th><th>participation in PLCs.</th><th><u>2x per year</u> District Baseline and Mid- Year Testing</th></th<></thiteration<></thiteration<>	-Scheduling time for the principal/APC to	<u>Content Areas</u>	Administration	participation in PLCs.	<u>2x per year</u> District Baseline and Mid- Year Testing
Points earned from students in Performance:*	meet with the academic coach on a regular	Strategy/Task Students' math achievement	<u>How</u> -Review of coach's log	interactions with teachers	Semester Exams
			-		

2012-2013 School Improvement Plan	(SIP)-Form SIP-1
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the bottom quartile making	49	53	basis.		-Review of coach's log of		
	49	22	-Teachers willingness		support to targeted	professional development,	
FCAT Math will increase from			to accept support from		teachers.	and walk throughs.	During the Grading Period
49 points to 53 points.	points	points	the coach.		-Administrative walk-	-Administrator-Instructional	- Common assessments
	-	-			throughs of coaches	Coach meetings to review log	
					working with teachers		end of unit)
					(either in classrooms,	coach for the upcoming two	
					PLCs or planning	weeks.	
					sessions)		
				one-on-one data chats with			
				individual teachers using the			
				teacher's student past and/or			
				present data.			
				The academic coach rotates			
				through all subjects' PLCs			
				to:			
				Facilitate lesson planning			
				that embeds rigorous tasks			
				Facilitate development,			
				writing, selection of higher-			
				order, text-dependent questions/activities, with an			
				emphasis on Webb's Depth			
				of Knowledge question			
				hierarchy			
				Facilitate the			
				identification, selection,			
				development of rigorous			
				core curriculum common			
				assessments,			
				Facilitate core curriculum			
				assessment data analysis			
				Facilitate the planning for			
				interventions and the			
				intentional grouping of the			
				students			
				-Using walk-through data,			
				the academic coach and			
				administration identify			
				teachers for support in co-			
				planning, modeling, co-			
				teaching, observing and			
				debriefing.			
				The academic coach trains			
				each subject area PLC on			
				how to facilitate their own			1

1		PLC using structured			
		protocols.			
		-Throughout the school			
		year, the academic			
		coach/administration			
		conducts one-on-one data			
		chats with individual			
		teachers using the data			
		gathered from walk-through			
		tools. This data is used for			
		future professional			
		development, both			
		individually and as a			
		department.			
		-			
		Leadership Team and			
		Coach			
		The academic coach meets			
		with the principal/APC to			
		map out a high-level			
		summary plan of action for			
		the school year.			
		-Every two weeks, the			
		academic coach meets with			
		the principal/APC to:			
		Review log and work			
		accomplished and			
		Develop a detailed plan of			
		action for the next two			
		weeks.			
	 4.2.		4.2.	4.2.	4.2.
	The Extended Learning		Who		 Curriculum Based
	Program (ELP) does	Students' math achievement			Measurement (CBM)
			Aummistrators	classroom teachers who have	
	not always target the	improves through receiving	II M		
	specific skill		How Monitored	students.	Solving Facilitators.)
	weaknesses of the		Administrators will		
			review the		
	on an ongoing basis.		communication logs and		
	-Not always a direct		data collection used		
	correlation between	Action Steps	between teachers and		
	what the students is		ELP teachers outlining		
	missing in the regular		skills that need		
	classroom and the	teachers regarding specific	remediation.		
	instruction received	skills that students have not	i entre diution.		
	during ELP.	mastered.			
	-Minimal				
1	-wiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii	-ELP teachers identify	1		

			communication	lessons for students that				
				target specific skills that are				
			ELP teachers.	not at the mastery level.				
				- Students attend ELP				
				sessions.				
				- Progress monitoring data				
				collected by the ELP teacher				
				on a weekly or biweekly				
				basis and communicated				
				back to the regular				
				classroom teacher.				
				When the students have				
				mastered the specific skill,				
				they are exited from the ELP				
				program.				
			4.3	4.3.	4.3.	4.3.	4.3.	
	J	1 6 4	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Eva	uation Tool
Based on the analysis of stude	nt achievement data, a	ind reference to						
Based on the analysis of studer "Guiding Questions", identify an			Anucipateu barrier		Who and how will the	How will the evaluation tool data		
"Guiding Questions", identify an			Anucipateu barrier	~~~~ <b>s</b> ,	Who and how will the			
"Guiding Questions", identify an for the foll	nd define areas in need owing subgroup:	l of improvement		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
"Guiding Questions", identify ar for the foll Based on Ambitious but Achie	nd define areas in need lowing subgroup: evable Annual Meas	l of improvement		2012-2013	Who and how will the	How will the evaluation tool data be used to determine the	2015-2016	2016-2017
"Guiding Questions", identify ar for the foll Based on Ambitious but Achie	nd define areas in need lowing subgroup: evable Annual Meas	l of improvement		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
"Guiding Questions ^{''} , identify at for the foll Based on Ambitious but Achi (AMOs), Reading and Math Perfor	nd define areas in need lowing subgroup: evable Annual Meas mance Target	l of improvement surable Objectives		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
"Guiding Questions ["] , identify ar for the foll Based on Ambitious but Achi (AMOs), Reading and Math Perfor 5. Ambitious but Achieval	nd define areas in need owing subgroup: evable Annual Meas mance Target Dle Annual Measu	l of improvement surable Objectives urable		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
"Guiding Questions ["] , identify ar for the foll Based on Ambitious but Achi (AMOs), Reading and Math Perfor 5. Ambitious but Achieval	nd define areas in need owing subgroup: evable Annual Meas mance Target Dle Annual Measu	l of improvement surable Objectives urable		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
"Guiding Questions ["] , identify ar for the foll Based on Ambitious but Achie (AMOs), Reading and Math Perfor 5. Ambitious but Achieval Objectives (AMOs). In six	nd define areas in need owing subgroup: evable Annual Meas mance Target Dle Annual Measu	l of improvement surable Objectives urable		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
<ul> <li>"Guiding Questions["], identify ar for the foll</li> <li>Based on Ambitious but Achie</li> <li>AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six</li> <li>achievement gap by 50%.</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target ble Annual Measu year school will	d of improvement surable Objectives urable reduce their		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
<ul> <li>"Guiding Questions["], identify ar for the foll</li> <li>Based on Ambitious but Achie</li> <li>AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six</li> <li>achievement gap by 50%.</li> <li>Math Goal #5: The percenta</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target <b>ble Annual Measu</b> <b>year school will</b> age of students scc	d of improvement surable Objectives urable reduce their pring making		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
<ul> <li>"Guiding Questionsⁱⁿ, identify ar for the foll</li> <li>Based on Ambitious but Achie (AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six</li> <li>achievement gap by 50%.</li> <li>Math Goal #5: The percenta</li> <li>satisfactory progress in the</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target <b>ble Annual Measu</b> <b>year school will</b> age of students sco math portion of th	d of improvement surable Objectives urable reduce their pring making		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
<ul> <li>"Guiding Questionsⁱⁿ, identify ar for the foll</li> <li>Based on Ambitious but Achii (AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six</li> <li>achievement gap by 50%.</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target <b>ble Annual Measu</b> <b>year school will</b> age of students sco math portion of th	d of improvement surable Objectives urable reduce their pring making		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
<ul> <li>"Guiding Questionsⁱⁿ, identify ar for the foll</li> <li>Based on Ambitious but Achii (AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six</li> <li>achievement gap by 50%.</li> <li>Math Goal #5: The percenta</li> <li>satisfactory progress in the</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target <b>ble Annual Measu</b> <b>year school will</b> age of students sco math portion of th	d of improvement surable Objectives urable reduce their pring making		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
<ul> <li>"Guiding Questionsⁱⁿ, identify ar for the foll</li> <li>Based on Ambitious but Achie (AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six</li> <li>achievement gap by 50%.</li> <li>Math Goal #5: The percenta</li> <li>satisfactory progress in the six</li> <li>will increase from 47% to 5</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target ble Annual Meass year school will age of students scc math portion of th 0%.	a of improvement surable Objectives urable reduce their oring making te 2013 FCAT		2012-2013	Who and how will the fidelity be monitored? 2013-2014	How will the evaluation tool data be used to determine the effectiveness of strategy?		2016-2017
<ul> <li>"Guiding Questionsⁱⁿ, identify ar for the foll</li> <li>Based on Ambitious but Achie (AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six achievement gap by 50%.</li> <li>Math Goal #5: The percenta satisfactory progress in the will increase from 47% to 5</li> <li>5A. Student subgroups by</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target ble Annual Meass year school will age of students sco math portion of th 0%. ethnicity (White,	t of improvement surable Objectives urable reduce their oring making te 2013 FCAT , Black,	<b>2011-2012</b>	2012-2013	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy? 2014-2015	<b>2015-2016</b> 3.2.	2016-2017
<ul> <li>"Guiding Questions^{**}, identify ar for the foll</li> <li>Based on Ambitious but Achie</li> <li>AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six achievement gap by 50%.</li> <li>Math Goal #5: The percents</li> <li>satisfactory progress in the will increase from 47% to 5</li> <li>5A. Student subgroups by</li> <li>Hispanic, Asian, American</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target ble Annual Meass year school will age of students sco math portion of th 0%. ethnicity (White,	t of improvement surable Objectives urable reduce their oring making te 2013 FCAT , Black,	2011-2012 3.2. -Teachers tend to only	2012-2013 3.2. Strategy/Task	Who and how will the fidelity be monitored? 2013-2014 3.2. Who	How will the evaluation tool data be used to determine the effectiveness of strategy? 2014-2015 3.2. Teacher Level	2015-2016	
<ul> <li>"Guiding Questions^{**}, identify ar for the foll</li> <li>Based on Ambitious but Achie</li> <li>Based on Ambitious but Achie</li> <li>AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six</li> <li>achievement gap by 50%.</li> <li>Math Goal #5: The percents</li> <li>satisfactory progress in the sexististic statistic for the second secon</li></ul>	ad define areas in need owing subgroup: evable Annual Mease mance Target <b>ble Annual Mease</b> <b>year school will</b> age of students scc math portion of th 0%. <b>ethnicity</b> (White, Indian) <b>making sa</b>	a of improvement surable Objectives reduce their oring making te 2013 FCAT , Black, atisfactory	2011-2012 3.2. -Teachers tend to only differentiate after the	2012-2013 3.2. <u>Strategy/Task</u> Students' math achievement	Who and how will the fidelity be monitored? 2013-2014 3.2. Who -Principal	How will the evaluation tool data be used to determine the effectiveness of strategy? 2014-2015 3.2. Teacher Level	2015-2016 3.2. 2x per year	
<ul> <li>"Guiding Questions^{**}, identify ar for the foll</li> <li>Based on Ambitious but Achie (AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six achievement gap by 50%.</li> <li>Math Goal #5: The percent satisfactory progress in the r will increase from 47% to 5</li> <li>5A. Student subgroups by</li> <li>Hispanic, Asian, American progress in mathematics</li> </ul>	ad define areas in need owing subgroup: evable Annual Mease mance Target <b>ble Annual Mease</b> <b>year school will</b> age of students sco math portion of th 0%. <b>ethnicity</b> (White, Indian) <b>making sa</b> <u>2012 Current</u>	d of improvement surable Objectives urable reduce their oring making te 2013 FCAT , Black, atisfactory	3.2. -Teachers tend to only differentiate after the lesson is taught instead	2012-2013 3.2. Strategy/Task Students' math achievement improves when teachers use	Who and how will the fidelity be monitored? 2013-2014 3.2. Who -Principal =AP	How will the evaluation tool data be used to determine the effectiveness of strategy? 2014-2015 3.2. Teacher Level -Teachers reflect on lesson outcomes and use this	2015-2016 3.2. 2x per year District Basel:	
<ul> <li>"Guiding Questions", identify ar for the foll</li> <li>Based on Ambitious but Achie</li> <li>Based on Ambitious but Achie</li> <li>Amos), Reading and Math Perfor</li> <li><b>5. Ambitious but Achieval</b></li> <li><b>5. Ambitious but Achieval</b></li> <li><b>5. Ambitious but Achieval</b></li> <li><b>6. Ambitious but Achieval</b></li> <li><b>7. Athena subgroups by</b></li> <li><b>7. Hepercentage of students</b></li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target ble Annual Meass year school will age of students sco math portion of th 0%. ethnicity (White, Indian) making sc 2012 Current Level of	a of improvement surable Objectives urable reduce their oring making te 2013 FCAT , Black, atisfactory 2013 Expected Level of	3.2. -Teachers tend to only differentiate after the lesson is taught-instead- of planning how to	2012-2013 3.2. <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to	Who and how will the fidelity be monitored? 2013-2014 3.2. Who -Principal =AP	How will the evaluation tool data be used to determine the effectiveness of strategy? 2014-2015 3.2. <u>Teacher Level</u> -Teachers reflect on lesson	2015-2016 3.2. 2x per year District Basel:	ine and Mid
<ul> <li>"Guiding Questions^{**}, identify ar for the foll</li> <li>Based on Ambitious but Achie (AMOs), Reading and Math Perfor</li> <li>5. Ambitious but Achieval</li> <li>Objectives (AMOs). In six achievement gap by 50%.</li> <li>Math Goal #5: The percents satisfactory progress in the r will increase from 47% to 5</li> <li>5A. Student subgroups by Hispanic, Asian, American progress in mathematics</li> <li>The percentage of students scoring making satisfactory</li> </ul>	ad define areas in need owing subgroup: evable Annual Meas mance Target ble Annual Meass year school will age of students sco math portion of th 0%. ethnicity (White, Indian) making st 2012 Current Level of Performance:*	a of improvement surable Objectives urable reduce their pring making the 2013 FCAT b Black, atisfactory 2013 Expected Level of Performance:*	3.2. -Teachers tend to only differentiate after the lesson is taught-instead- of planning how to	2012-2013 3.2. <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to	Who and how will the fidelity be monitored? 2013-2014 3.2. Who -Principal =AP	How will the evaluation tool data be used to determine the effectiveness of strategy? 2014-2015 3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future	2015-2016 3.2. 2x per year District Baseli Year Testing	ine and Mid
"Guiding Questions ^{**} , identify ar for the foll Based on Ambitious but Achie (AMOs), Reading and Math Perfor <b>5. Ambitious but Achieval</b> <b>Objectives (AMOs). In six</b> <b>achievement gap by 50%.</b> <u>Math Goal #5:</u> The percent satisfactory progress in the re- will increase from 47% to 5 <b>5A. Student subgroups by</b> Hispanic, Asian, American <b>progress in mathematics</b> The percentage of students scoring making satisfactory progress in the math portior	evable Annual Meas mance Target ble Annual Meass year school will age of students scc math portion of th 0%. ethnicity (White, Indian) making st 2012 Current Level of Performance:* of White: 81%	a of improvement surable Objectives urable reduce their oring making te 2013 FCAT , Black, atisfactory 2013 Expected Level of	3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is	2012-2013 3.2. Strategv/Task Students' math achievement improves when teachers use on-going student data to differentiate instruction.	Who and how will the fidelity be monitored? 2013-2014 3.2. Who -Principal =AP Instruction Coaches -Subject Area Leaders -PLC facilitators of like	How will the evaluation tool data be used to determine the effectiveness of strategy? 2014-2015 3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this – – – knowledge to drive future instruction. -Teachers maintain their	2015-2016 3.2. 2x per year District Basel: Year Testing Semester Exam	ine and Mid
<ul> <li>"Guiding Questions^{**}, identify ar for the foll</li> <li>Based on Ambitious but Achie</li> <li>AMOs), Reading and Math Perfor</li> <li><b>5. Ambitious but Achieval</b></li> <li><b>5. Ambitious but Achieval</b></li> <li><b>5. Ambitious but Achieval</b></li> <li><b>6. Depectives (AMOs). In six</b></li> <li><b>7. The percent</b></li> <li><b>7. Student gap by 50%.</b></li> <li><b>7. Student subgroups by</b></li> </ul>	evable Annual Meas mance Target ble Annual Meass year school will age of students scc math portion of th 0%. ethnicity (White, Indian) making st 2012 Current Level of Performance:* of White: 81%	a of improvement surable Objectives urable reduce their pring making the 2013 FCAT b Black, atisfactory 2013 Expected Level of Performance:*	3.2. -Teachers tend to only differentiate after the lesson is taught instead- of planning how to differentiate the lesson when new content is presented.	2012-2013 3.2. <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to	Who and how will the fidelity be monitored? 2013-2014 3.2. Who -Principal =AP Instruction Coaches -Subject Area Leaders -PLC facilitators of like	How will the evaluation tool data be used to determine the effectiveness of strategy? 2014-2015 3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this – – – – knowledge to drive future instruction.	2015-2016 3.2. 2x per year District Baseli Year Testing	ine and Mic

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

**Commented [DP14]:** Again, you refer to goals 1, 3, and 4. Please write a goal for this section and include data.

	Asian: 89% American	46% Asian: 90% American Indian: N/A	Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	Instruction of New Content -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons using the Global Concept Guide Model. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs <u>After Instruction</u> -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re- teaching/interventions and how that instruction will be provided.		grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -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 Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	end of unit)
		I	5A.2.		5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student acl "Guiding Questions", identify and de for the followin	fine areas in need		Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvanta		naking	5B - Time constraints	<b>5B</b> <b>Tier 1</b> - The purpose of this	5B Who		5B
satisfactory progress in mathe Mathematics Goal #5B:		2013 Expected	(tight pacing guides	strategy is to strengthen the		PLC unit assessment data will be recorded in a course-	District Baseline and Mid-
	Level of	Level of Performance:*	given by	core curriculum. Students' math skills will improve		specific PLC data base (excel spread sheet).	

**Commented [DP15]:** See comment above. If you met the goal, just put NA.

disadvantaged students making			interfore with	through toophore usin - 4-	DLC logs turned into		Compater Examp
satisfactory gains in the 2013 math	33%	40%	interfere with	through teachers using the	-PLC logs turned into	PLCs will review unit	Semester Exams
portion of the FCAT will increase	5570	<b>U</b> / U	implementation of F-	Core Continuous	administration.		
from 33% to 40%.			CIM for targeted mini	Improvement Model (C-	Administration provides	assessments and make	During the Nine Weeks
			lessons and NOT on	CIM) with core curriculum	feedback.	instructional decisions	-Chapter Tests
			the core curriculum.	and providing	-Classroom walk-	accordingly.	-Benchmark mini
			<ul> <li>Teachers at varying</li> </ul>	Differentiated Instruction	throughs observing this		assessments
			levels of	(DI) as a result of the	strategy. Administrators	Teachers will share data with	
			implementation of	problem-solving model.	will use the HCPS	the Problem Solving	
			Differentiated		Informal Observation	Leadership Team. The	
			Instruction (both with	Action Steps	Pop-In Form (EET tool).	Problem Solving Leadership	
				<ol> <li>PLCs write SMART</li> </ol>	The C-CIM and DI	Team for trends at a	
			high performing	goals based on each nine		minimum of once per nine	
			students).	weeks of material. (For	the form.	weeks.	
			<ul> <li>Lack of common</li> </ul>	example, during the first	-Evidence of strategy in		
			planning time to	nine weeks, 75% of the	teachers' lesson plans	First Nine Week Check	
			facilitate and hold PLC	students will score an 80%	seen during		
				or above on each unit of	administration walk-		
			- As a new school with	instruction.)	throughs.	Second Nine Week Check	
			combination of 13	2. PLC teachers instruct	-PSLT will create a		
			brand new teachers and	students using the core	fidelity monitoring tool		
			teachers new to the	curriculum, incorporating Dl	that includes all of the	Third Nine Week Check	
			district, there are	strategies from their PLC	SIP strategies. This		
			procedural and	discussions.	fidelity check form will		
			curriculum familiarity-	3. At the end of the unit,	be used to monitor the		
			related barriers.	teachers give a common	implementation of the		
				assessment identified from	SIP strategies across the		
			<ul> <li>Lack of opening school</li> </ul>	the core curriculum	entire faculty.		
			data	material.	-		
				<ol> <li>Teachers bring</li> </ol>	First Nine Week Check		
				assessment data back to the			
				PLCs.			
				5. Based on the data,	Second Nine Week		
				teachers discuss strategies	Check		
				that were effective.			
				6. Based on the data,			
				teachers a) decide what	Third Nine Week Check		
				skills need to be re-taught in			
				a whole lesson to the entire			
				class, b) decide what skills			
				need to be moved to mini-			
				lessons or re-teach for the			
				whole class and c) decide			
		1		what skills need to re-taught			
				to targeted students (FCIM).			
				7. Teachers provide			
				Differentiated Instruction to			
	1	1	l	Differentiated instruction to		1	1

			5B.1.	targeted students (remediation and enrichment). 8. PLCs record their work in logs. 5B.1. 5B.3.	5B.1. 5B.3.	5B.1. 5B.3.	5B.1. 5B.3.
Based on the analysis of student ach "Guiding Questions", identify and def for the followin	fine areas in need		Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learne	rs (ELL) mak	ing	5C.1	5C.1			5C.1
satisfactory progress in mathe		U					2x per year
Mathematics Goal #5C: The percentage of ELL students	2012 Current Level of Performance:*	<b>38%</b>	proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core	comprehension of course content/standard improves through participation in the <u>Cognitive Academic</u> <u>Language Learning</u> <u>Approach (CALLA)</u> strategy in math. <u>Action Steps</u> -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to	-School based Administrators -District Resource Teachers -ESOL Resource Teachers -Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u> , p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction	-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 ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all	District Baseline and Mid- Year Testing Semester Exams <u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit)

Commented [DP16]: See Comment Above.

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	varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	conduct walk-through fidelity checks for use of CALLA. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data math teachers differentiate instruction to remediate/enhance instruction.		Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
		instruction.				
Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
"Guiding Questions", identify and define areas in need of improvement	Anacipated Darrier		Who and how will the	How will the evaluation tool data		
for the following subgroup:			fidelity be monitored?	be used to determine the		
	5D.1.	5D.1.	5D.1.	effectiveness of strategy? 5D.1.	5D.1	
5D. Student with Disabilities (SWD) making satisfactory	-Need to provide a		Who	Teacher Level	2x per year	
progress in mathematics.	school organization		Principal, Site	-Teachers reflect on lesson	District Baseline and Mid-	<b>Commented [DP17]:</b> See comment above.
Mathematics Goal #5D: 2012 Current 2013 Expected	structure and procedure		Administrator, Assistance	outcomes and use this	Year Testing	
Level of Level of	for regular and on-	effective and consistent	Principal	knowledge to drive future	C C	
Performance:* Performance:*	going review of	implementation of		instruction.	Semester Exams	
The percentage of SWD scoring proficient/satisfactory on the 2013 13% 22%	students' IEPs by both	students' IEP goals,	How HDD D	-Teachers use the on-line		
proficient/satisfactory on the 2013 <b>13% 22%</b>	the general education and ESE teacher. To		IEP Progress Reports reviewed by APC	grading system data to calculate their students'	During the Grading Period Common assessments	
from $_13_\%$ to $_22_\%$ .	and ESE leacher. 10	-Throughout the school		progress towards their PLC	(pre, post, mid, section,	
	APC will put a system	year, teachers of SWD		and/or individual SWD	end of unit)	
	in place for this school	review students' IEPs to		SMART Goal.	· · · · · · · · · · · · · · · · · · ·	
	year.	ensure that IEPs are		PLC Level		
		implemented consistently		-Using the individual teacher		
		and with fidelity. Teachers (both individually		data, PLCs calculate the SWD SMART goal data		
		and in PLCs) work to		across all classes/courses.		
		improve upon both		-PLCs reflect on lesson		
		individually and		outcomes and data used to		
		individually and		outcomes and data used to		
		collectively, the ability to effectively implement		drive future instruction.		

		IEP/SWD strategies and modifications into lessons.		chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
	-Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.		grades and/or like courses <u>How</u> -PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team	the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.	PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.
	5D.3	5D.3	5D.3	5D.3	5D.3

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 Achievement

Alg. 1. Students scoring proficient in Algebra (Levels 3.     2.1     2.1     2.1     2.1       Syname     Syname     Syname     Syname     Syname       Synamic line construction     Synamic line construction     Synamic line construction     Synamic line construction       Synamic line construction     Synamic line construction     Synamic line construction     Synamic line construction       Synamic line construction     Synamic line construction     Synamic line construction     Synamic line construction       Synamic line construction     Synamic line construction     Synamic line construction     Synamic line construction       Synamic line construction     Synamic line construction     Synamic line construction     Synamic line construction       Synamic line construction     Synamic line construction     Syn

**Commented [DP18]:** You need to write a goal with the data and include the data in this section.

				<ol> <li>Teachers bring assessment data back to the PLCs.</li> <li>Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented.</li> <li>Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning.</li> <li>PLCs record their work in the PLC logs.</li> <li>1.2.</li> </ol>	1.2.	1.2.	1.2.
Based on the analysis of student "Guiding Questions", identify and for the follo			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
L	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 25%	Not all teachers have the same skill level of how to increase the depth and rigor necessary to meet the NGSSS. -Lack of common planning time to facilitate and hold PLC -As new school with combination of 13 brand new teachers and teachers new to the district, there are procedural and	strategy is to strengthen the core curriculum. Students' math skills will improve through participation in rigorous math lessons designed to increase their depth of knowledge. Teachers will also use the <b>Global Concept Guides</b> & DOE links to the NGSSS and the FCAT assessment as a guide for planning by utilizing the components	2.1 <u>Who</u> Administration <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk- throughs observing lessons designed with depth and complexity. -Evidence of strategy in teachers' lesson plans seen during administration walk- throughs	PLCs – Periodic (weekly or bi-weekly) progress – – – monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and make	2.1. 2x per year District Baseline and Mid- Year Testing -BOY test -MYT tests -EOY test - Middle School pre-test and EOC examinations. During the grading period -Chapter Tests -Benchmark mini assessments 2-3x Per Year

Commented [DP19]: See comment above.

based on each nine weeks of strategies. This walk- Problem Solving Leadership	
material. through form will be used Team will review assessment	
2. As a Professional to monitor the data for trends at a minimum	
Development activity in implementation of the of once per nine weeks.	
their PLCs, teachers discuss SIP strategies across the	
specific benchmarks being entire faculty.	
addressed in class and how Monitoring data will be	
to increase the rigor of the reviewed every nine	
benchmark in classroom. weeks.	
Teachers will also use the -Elementary Mathematics	
DOE links to the NGSSS (available from	
highlighting the depth and <i>Elementary Math</i> )	
rigor of each of the Walk-through Form	
benchmarksPLC Log	
3. Teachers implement the	
lessons with depth and rigor	
strategies discussed in their	
PLCs.	
4. Teachers implement the	
common assessments.	
5. Teachers bring	
assessment data back to the	
PLCs.	
6. Using the data, teachers	
discuss the effectiveness of	
the rigor and depth	
strategies that were	
implemented.	
7. Based on data, PLCs use	
the problem-solving process	
to determine next steps of	
rigor and depth lesson	
planning.	
8. PLCs record their work in	
the PLC logs.	
2.2. 2.2. 2.2. 2.2. 2.2.	
2.3 2.3 2.3 2.3 2.3 2.3	

End of Algebra EOC Goals

### **Mathematics Professional Development**

2012-2013 School Improvement F	Plan (SIP)-Form SIP-1
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Profes	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 Grade		PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring				
Differentiated Instruction	6-8		Math Departmental and course- specific PLCs	ntal and course- weeks PLC Meetings every two weeks Administrators conduct targeted classroom walk-throughs to monitor DL implementation		Administration Team				
Lesson Studies	K-5	Jack Fahle	K-5 Teachers	Preplanning	Administrative Walk Throughs	Administrative Team				
Webb's Depth of Knowledge	K-5	O'Dea	K-5 Teachers	Early Release September	Administrative Walk Throughs/PLC Logs	Administrative Team				
Depth and Complexity	K-8	Dr. Kirsch	K-8 Teachers	Pre-Planning	Administrative Walk Throughs/PLC Logs	Administrative Team				
Best Practices in Math	K-5	Adhia/O'Dea	K-5 Teachers	Early Release October/November	Administrative Walk Throughs/PLC Logs	Administrative Team				
ltem Analysis/ Data Chat	3-5	O'Dea	3-5 Teachers	3x Per year	PLC Logs	Administrative Team				
District Math Training	K-5	Jack Fahle	K-5 Teachers	January	Administrative Walk Throughs	Administrative Team				
Global Concept Guide	K-5	Administrator	K-5 Teachers	Faculty Meeting	Administrative Walk Throughs	Administrative Team				

End of Mathematics Goals

# **Elementary and Middle School Science Goals**

Science Goals			Problem-Solving Process to Increase Student Achievement				
"Guiding Questions", identi	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:				fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
	• • •	(7, 12,5)	1 1	1 1			1 1
1. FCAT 2.0: Students score	ring proficien	t (Level 3-5)	1.1	1.1 Tier 1 –Students will	<u>1.1</u> Who	1.1	<u>1.1</u>
in science.			-Additional training is		wno		District From 1, 2, and 2
			may be required in order to assist students with	develop problem-solving and Scientific Process knowledge	Administration	Teacher Level:	District Form 1, 2, and 3
Science Goal #1:	2012 Current	2013 Expected	depth of knowledge in the				Semester Exams
	Level of Performance:*	Level of Performance:*	content area.			assessments and make	bemester Exams
	Performance:**	Performance:*	- Further training in the	goal, science teachers will		instructional decisions	During the nine weeks
The percentage of students	34%	37%		improve Science practices		accordingly.	- Mini Assessments
scoring a Level 3 or higher on	<b>J</b> 4 70	5/70	for inquiry based	with an increase emphasis on		accordingly.	-Unit assessments
the 2013 FCAT Science will			instruction such as	structured purposeful inquiry		PLC/Department Level:	Chirt assessments
increase from 34% to 37%.			engaging the students,	(such as student engagement,			Informal, teacher made
						assessments by conducting an	assessments
			time, higher order		plans seen during	item analysis to make	
			questioning, etc.	questioning) per unit of		instructional decisions	
			-Teachers are at varying	instruction.		accordingly.	
				Action Steps	-Classroom walk-		
			achievement series to	Action Steps	throughs observing	After each assessment, PLCs	
			accurately analyze student	1. Teachers will attend	inquiry based	will ask the following questions	
			data.	District Science training and	instruction. PSLT will	and take action accordingly:	
			-	share information with their	create a walk-through	1. How are we using data to	
			-Lack of common	PLCs. Additionally; teachers	fidelity monitoring	inform our instruction?	
			planning time in Middle	will plan hands on learning	tool that includes all	2. What barriers to	
			School to facilitate and	experiences with focus on		implementation are we facing	
			hold PLC	consistent reinforcement of		and how will we address them?	
						3. To what degree are we	
						making progress towards our	
			to attend mathematics	Process in each Big Idea.	implementation of the		
			trainings on dates	2. PLCs write SMART goals	0	4. Are there skills that need to	
			available by the district.			be re-taught in a whole lesson	
				material. (For example,		to the entire class?	
			- As a new school with			5. Are there skills that need to	
			combination of 13 brand	75% of the students will	Check_	be re-taught as mini-lessons to	
				score an 80% or above on		the entire class?	
			new to the district, there	each unit of instruction.)		6. Are there skills that need to	
			are procedural and curriculum familiarity-			be re-taught to targeted	
			related barriers.	conduct labs atleast twice a	Check_	students?	
			related barriers.	week expecting students to		7. Are there skills that need to	
		1	1				

2012-2013 School Improvement Plan	(SIP)-Form SIP-1
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	follow scientific process and	1	be enriched for the whole glass	
	drawing conclusions	Third Nine Week	or to targeted students?	
	4. Teachers bring assessment		or to targetea students?	
	data back to the PLCs.	Check		
			Administrative Level:	
	5. PLCs record their work in			
	the PLC logs.		Teachers will share data with	
	5. As a department we are		the Problem Solving	
	reading together "Creating		Leadership Team. The	
	Innovators" by Tony Wagner		Problem Solving Leadership	
	and discussing at our own		Team will review assessment	
	mini book club at our PLCs.		data for trends at a minimum of	
	6. Focus on co-teaching and		once per nine weeks.	
	collaboration through vertical			
	articulation throughout the			
	department.		First Nine Week Check	
	7.FCAT "boot camp" starting	r		
	in the fall			
	8.FCAT minilabs infused in		Second Nine Week Check	
	the class			
	9.Using our new smart board			
	technology to create a better		Third Nine Week Check	
	FCAT boot camp; along with		Third Time Week Cheek	
	an interactive assessment			
	center to serve as a "station"			
	throughout the year in each			
	class			
	class			
1.2	1.2	1.2	1.2	1.2
	<b>Tier 1</b> –Students' science	Who		District Form 1,2, and 3
skill levels in the use of	skills will improve through	-Administration	Teachers will review evaluation	· · ·
	participation in the <b><u>5E lesson</u></b>			Semester Exams
	plan model.	How Monitored		Somestor Baums
-Lack of common	piun mouci.		Teachers will review unit	During the nine weeks
planning time to facilitate	Action Steps	administration.	assessments and mastery on	- Mini Assessments
and hold PLC	Action Steps	Administration	units of instruction.	-Unit assessments
	1. SAL and designated	provides feedback.	units of histraction.	-om assessments
- As a new school with	elementary teacher will	1	PLC/Department Level:	Informal/Teacher made
combination of 13 brand	attend and disseminate	in teachers' lesson	PLCs will review evaluation	
	District Science training		data.	assessments
		plans seen during	uata.	
new to the district, there	information and share with	administration walk-		
are procedural and		throughs.	PLCs will review unit	
	Mode, Curriculum Maps, and		assessments and mastery on	
related barriers.	Long Term Investigations	throughs observing	units of instruction.	
T 1 C 1 1 1 1		this strategy. PSLT will identify PSLT	Administrative Level:	

				material. 3.Science Word Wall and Science vocabulary reinforcement 4. PLC teachers instruct students using the 5 E Lesson Plans. 5. PLCs record their work in the PLC logs. 4. PLC teachers instruct students using the 5 E Lesson Plans. 5. PLCs record their work in the PLC logs.	includes all of the SIP strategies. This walk- through form will be used to monitor the implementation of the SIP strategies across the entire faculty. <u>First Nine Week</u>	Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	
Based on the analysis of student a "Guiding Questions", identif improvement for th	fy and define areas	s in need of	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
<ul> <li>2. FCAT 2.0: Students scor or 5 in science.</li> <li>Science Goal #2:</li> <li>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 8% to 11%</li> </ul>	ing Achieven		-Not all PLCs routinely look at curriculum materials beyond those	Students' comprehension of science text improves when students are engaged in close reading techniques using on- grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the <u>close reading model</u> (appropriately placed within	Who Principal AP Science Coach Reading Leadership Team Science SAL/DH <u>How Monitored</u> Administration, Coach, SAL walk-	Science PLC Resource meetings Reading Leadership Team	3x-per year District level baseline, mid- year, and pre-EOC administration Semester Exams <u>During the Grading Period</u> -mini-assessments -unit assessments

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 model.
-The Reading Coach attends
science departmental PLCs to
co-plan with teachers,
developing lessons using the
close reading model.
-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.
In PLCs/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
-To increase stamina,
teachers select high-Lexile,
complex and rigorous texts
that are shorter and progress
throughout the year to longer
texts that are high-Lexile,
complex and rigorous
- Teachers debrief lesson
implementation to determine
effectiveness and level of
student comprehension and

_		
		retention of the text.
		Teachers use this information
		to build future close reading
		lessons.
		During the lessons,
		teachers:
		-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
		Using questions to check
		for understanding.
		Using question to engage
		students in 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.
	2.2	
	2.3	2.3 2.3 2.3
		The purpose of this strategy
		is to improve student
		achievement to the next
		levels to through frequent
		participation in higher order
		thinking/questions, labs and
		discussion to extend and
		discussion to externa alla

deepen conceptual	
knowledge of Science.	
Students will develop	
problem-solving and	
Scientific Process skills as	
they plan investigations	
during a range of	
opportunities provided by	
teachers through variety of	
external resources and	
settings in addition to	
classroom based work. To	
achieve this goal, science	
teachers will plan	
differentiated lessons and	
activities with increased rigor	
and meet differentiated needs	
of students.	
Action Steps	
1. Teams will share and	
discuss student performance	
data from Chapter/Unit	
Assessments/Formative	
Assessments and	
Classwork/Labs.	
2. PLCs discuss needs of	
students at various abilities	
and plan lessons using	
elements of depth and	
complexity.	
3. PLC Discuss ways in	
which teachers can challenge	
some students to answer	
open ended questions by	
planning investigations, and	
drawing scientific	
conclusions and sharing data.	
4. PLC teachers plan lessons	
with a wider range of hands	
on experiences and	
scaffolding of questions with	
increased student	
involvement through	
discussions and dialogue	
with students proposing	
explanations and	
explanations and	I

		conclusions. 5. PLCs record their work in the PLC logs.		

## Science Professional Development

Profes	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						
Science Data Chats	Grade 5	Administrator	5 th Grade	November through April	Monitoring is Informal Observations	Administration Team						
Camp	Each day students will receive basic training about what the Big Idea is all about, hands on labs correlated with benchmarks, as well as virtual readiness using GIZMO.		Each day students will receive basic training about what the Big Idea is all about, hands on labs correlated with benchmarks, as well as virtual readiness using GIZMO.		Each day students will receive basic training about what the Big Idea is all about, hands on labs correlated with benchmarks, as well as virtual readiness using GIZMO.	Science Teachers 6-8						
Webb's Depth of Knowledge	Grades K-5	Administrator	K-5 teachers	Faculty Meetings (November)	Team Meetings	Administration Team						

End of Science Goals

# Writing/Language Arts Goals

Writing/L	anguage Arts	s Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	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		
Writing/LA Goal #1: The percentage of students scoring Level	2012 Current Level of Performance:* 82%	2013 Expected Level of Performance:* 84%	Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012- 2013 school year using information provided by the state.	embedded writing assessments in the core curriculum and monthly/ongoing formative writing assessments to monitor student progress/improvement. <u>Action Steps</u> 1. Using baseline data, PLCs monitor student performance and make instructional adjustments. 2. As a Professional	1.1 <u>Who</u> Administration <u>How Monitored</u> - PLC logs turned into administration. Administration provides feedback. - Classroom walk- throughs observing evidence of student portfolios, embedded assessments, daily learning activity tied to instruction, use of formative	1.1 PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will monitor the increase in the number of students reaching 4.0 or above on the monthly writing prompt. Teachers will share data logs with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for rends at a minimum of	<ul> <li>1.1</li> <li>Review of monthly formative writing assessment to determine number and percent of students scoring above proficiency as determined by the assignmen rubric. Monthly celebrations will help motivate students.</li> <li>Embedded writing assessments from the core curriculum</li> <li>Student portfolios</li> </ul>		
				are held in both horizontal	throughs - Informal/ formal Observation & Evaluation Form (EET tool). - Springboard Walk-	2 nd Grading Period Check 3 rd Grading Period Check			

	_
maintain writing portfolios to Form	
demonstrate student	
engagement in all stages of <u>Ist Grading Period Check</u>	
the writing process.	
4. Students will complete	
scallolded activities prior to Check	
required Embedded	
Assessments and teachers	
will share reflections of <u>3rd Grading Period</u>	
student growth or need in <u>Check</u>	
order to inform instruction.	
5. Teachers and students will	
engage in metacognitive	
reflection of embedded	
assessments to celebrate	
attainment of writing skills	
and goals and to identify	
continuing needs and adjust	
instruction.	
6. As a Professional	
Development activity, PLCs	
meet and discuss data in	
order to implement effective	
teaching strategies and lesson	
plans targeted to meet the	
needs of students.	
7. PLCs review nine week	
data, set a new goal for the	
following nine weeks.	
8. PLCs record their work in	
The PLC logs.	
Two months prior to FCAT	
Writes, Grade 4 students will	
attend a Writing Boot Camp	
aimed at strengthening their	
writing crafts.	
	_

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.

	L	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
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
K/1 Calibration	K-1	Sandoval	K-1	11/5/12	Informal Evaluation, Formal Evaluations, Walkthroughs, Monthly Data	AP/ Principal
Springboard Pacing	6-8	Academic Coach	teams	On-going	-Administration or Coach walk- throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Writer's Workshop	K-5	Sandoval/Grif fin	K-5 Teachers	October	Administrative Walk Throughs/PLC Logs	Administrative Team
2-5 Calibration	2-5	Snyder	2-5 Teachers	10/30/12	Informal Evaluation, Formal Evaluations, Walkthroughs	AP/ Principal
Moodle Training	K-5	Creed	K-5 Teachers	11/27/12	Informal Evaluations, Formal Evaluations, Walkthroughs	AP/ Principal

End of Writing Goals

# Attendance Goal(s)

Atte	endance Goal(	( <b>s</b> )		Problem-solv	ing Process to In	crease Attendance	
	ed on the analysis of attendance data, and reference to "Guiding uestions", identify and define areas in need of improvement:		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
Students will increase their attendance from 95.96 % to 96.50%.	2012 Current Attendance Rate:* 95.96% 2012 Current Number of Students with Excessive Absences (10 or more) 1322 2012 Current Number of Students with Excessive Tardies (10 or more) 1888	2013 Expected Attendance Rate:* 96.50% 2013 Expected Number of Students with Excessive Absences (10 or more) 150 (10% less than previous year- Due to growth in student population) 2013 Expected Number of Students with Excessive Tardies (10 or more) 212(10% less than previous year- Due to growth in student population)	basis throughout the school year. -Need support in building and maintain the student database.	guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
			1.2 -Need an Edline Attendance Waiver to increase the number of	1.2 Tier 1 All teachers will post their attendance to EdLine at a	1.2 Assistant Principal/Team leaders/ Department	1.2 Principal will use Edline reports to evaluate teachers adherence to policy	1.2 Edline Reports

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

Profes	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					
EdLine	6-8	AP		September and then an as needed basis	Random check of EdLine postings	AP					

### End of Attendance Goals

# Suspension Goal(s)

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

	1.1 There needs to be		1.1 <u>Who</u>	1.1 - PSLT /Behavior Committee	UNTIE , EASI ODR and suspension data cross-
In –School In- School		school-wide expectations and	-Administration	will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	referenced with mainframe discipline data
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

## Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) 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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring				

				meetings)		
CHAMPS	K-8	District	School-wide	Every two months on early	Administration, district RtI facilitator	Administration, district RtI facilitator
	K-0		School-wide	release days	and guidance walk-throughs	and guidance walk-throughs
Character Education		Sarah Tierney				
Policy	K-8	and Hema	School-wide	Preplanning	Administrative Walkthroughs	IB Coordinators
		Adhia			_	

#### End of Suspension Goals

## Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

## 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 Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:		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	
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 65% on the	2012 Current Level :* 2013 Expected Level :*	1.1.	<ol> <li>Middle 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.</li> </ol>		Checking of student schedules.	Student schedules, master schedule.	
Pretest to 75% on the Posttest.		1.2.	Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	Physical Education Teacher	Classroom Walkthroughs and class schedules.	PACER test component of the FITNESS GRAM PACER for assessing cardiovascular health.	
		1.3	Elementary students will engage in 150 minutes of physical education per week in grades	Principal	Classroom Walkthroughs and class schedules.	Classroom teachers document in their lesson plans the 90 minutes of "Teacher Directed" physical	

kindergarten through 5 th grade.		education that the students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining 60 minutes of the mandated 150 minutes of Elementary physical education.
Use the playground or fitness course equipment; walk, run, jog activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 Minutes of Elem. Physical Education folder on IDEAS.	Education Teacher	PACER test component of the FITNESSPROGRAM PACER for assessing cardiovascular health.

### Health and Fitness Goals Professional Development

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

## Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement	
Hillsborough 2012 Rule 6A-1.099811		
Revised July, 2012		71

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
Continuous Improvement Goal           Continuous Improvement Goal #1:         2012 Current Level :*         2013 Expected Level :*		on how to conduct PLCs become transformed that are focused on the PLC " deepening the knowledge log that for	become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-	Leadership Team Subject Area Leaders	ership Team school year every two months.		
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 60% in 2012 to 75% in 2013.	60%	75%	base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model.		PLC facilitators	aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	
	1.2 -Not enough tir PLCs.	me to meet in	1.3.	1.3.	1.3.	1.3.	1.3.

**Commented [DP20]:** You said 75% here but to the right column at 80%. Please correct one of these.

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

Profes	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										

End of Additional Goal(s)

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

## **NEW Reading Florida Alternate Assessment Goals**

	N/A- No	A.1.	A.1.	A.1.	A.1.
					A.2. A.3.
B. Florida Alternate Assessment: Percentage of students making Learning			B.1.	B.1.	B.1.
Gains in reading.       Reading Goal B:       2012 Current Level of     2013 Expected Level of       NA     Performance:*		D A	P.o.	D O	0.0
	B.2.	B.2.	B.2.	B.2.	B.2.
	В.3.	В.3.	B.3.	B.3.	B.3.

# NEW Comprehensive English Language Learning Assessment (CELLA) Goals

Students speak in English and understand speaken     Anticipated Barrier     Strategy     Fidelity Check With evaluation tool data be evaded to determine the evaluation tool data be used to determine the evaluation tool data be used to determine the evaluation tool data before the evaluation and the evaluation and the evaluation tool data before the evaluation tool data before the evaluation and the evaluation tool da	CELLA Goals		Problem-Solving Pr	rocess to Increase	e Language Acquisition	l
CELLA Goal #C: Porticient in Lisening Speaking: Porticient in Lisening Speaking:       2012 Current Precent of Students Porticient in Lisening Speaking: See       See         Reading ELLL Goal 5C.1, 5C.2, 5C.3 and 5C.4       Image: Comparison of the co	level in a manner similar to non-ELL students.			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the	
	CELLA Goal #C:       2012 Current Percent of Students         he number of students whom are coring proficiently on the stening and speaking portion of the CELLA will increase from 50       60 %	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4				
1.5. 1.5. 1.5. 1.5.		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	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
D. Students scoring proficient in Reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
D. Students scoring proficient in Reading. CELLA Goal #D:2012 Current Percent of Students Proficient in Reading : The number of students proficient in the reading portion of the CELLA will increase from 49 in 2012 to 53 in 2013. <b>35%</b>	211 -See -Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	21.	2.1.	2.1.	2.1.	Commented [DP22]: See comment above,
Students write in English at grade level in a manner similar to non- ELL students.         E. Students scoring proficient in Writing.         CELLA Goal #E:       2012 Current Percent of Students Proficient in Writing :	2.2. 2.3 Anticipated Barrier 2.1. See	2.2. 2.3 Strategy 2.1.	2.2. <b>Fidelity Check</b> Who and how will the fidelity be monitored? 2.1.	2.2. 2.3 Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? 2.1.	2.2. 2.3 Student Evaluation Tool	Commented [DP23]: See comment above.
The number of students proficient Hillsborough 2012	566					

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

	in the writing portion of the CELLA test will increase from 50 in 2012 to 55 in 2013.	Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4		
2.2.         2.2.         2.2.         2.2.         2.2.         2.2.           2.3         2.3         2.3         2.3         2.3         2.3         2.3				

## **NEW Math Florida Alternate Assessment Goals**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students	F.1.	F.1.	F.1.	F.1.	F.1.
	No				
Mathematics Goal F:         2012 Current         2013 Expected           Level of         Level of         Performance:*	students				

			taking FAA				
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G	Learning Gains           2012 Current         201           Level of         Level of	Percentage s in 13 Expected vel of rformance:*	6.1.	G.1.	G.1.	G.1.	G.1.
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

# NEW Science Florida Alternate Assessment Goal

Elementary, Middle a	Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool		
J. Florida Alternate Assess proficient in science (Levels Science Goal J:	<b>: 4-9).</b>	2013 Expected	J.1. -No Students taking FAA	J.1.	J.1.	effectiveness of strategy? J. 1.	J.1.		
N/A	Level of Performance:* Enter numerical data for current level of performance in this box.	Level of Performance:* Enter numerical data for expected level of performance in this box.							
			J.2.	J.2.	J.2.	J.2.	J.2.		
			J.3.	J.3.	J.3.	J.3.	J.3.		

## NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals		Problem-Solving I	Process to Increas	e Student Achievement	;	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	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	
K. Students scoring in the middle or upper third (proficient) in Biology. Biology Goal K: 2012 Current 2013 Expected	1.1.	1.1.	1.1.	1.1.	1.1.	
N/A N/A N/A						<b>Co</b> dev an
	1.2.	1.2.	1.2.	1.2.	1.2.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.	Ca

**Commented [DP24]:** There was no information on the SIP evelopment form about our Biology EOC testing. We did not have n EOC exam in Biology.

Commented [DP25]: See comment above.

<u>Diology Courth</u>	Level of	2013 Expected Level of Performance:*					
	N/A						
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

## NEW Writing Florida Alternate Assessment Goal

Wi	riting Goals	ing Goals Problem-Solving Process to Increase Student Achieven					;
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?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
M. Florida Alternate	Assessment: Stu	dents scoring	No Students Taking FAA				
at 4 or higher in writi		5					
	of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

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

Improve student participation in the robotics program. time for math, science, ELA and other STEM teachers established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study	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
and district metrics, etc.	prove student participation in the robotics program.	time for math, science, ELA and other STEM teachers	professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of	lead -Subject Area Leaders	Administrative/SAL walk-	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**

Profes	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	nt 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	NAIC	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration			

End of STEM Goal(s)

CTE Goal(s)

Problem-Solving Process to Increase Student Achievement

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 **Commented [DP26]:** All schools need to complete a CTE Goal, Please complete this section. See the Mock or TAD 2 for assistance.

Based on the analysis of school data, identify and define areas in need of improvement:	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
(under Teaching and Learning)" will increase from 60% in 2012 to 75% in 2013.	<ul> <li>1.1</li> <li>There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model.</li> <li>Still confusion on how the Plan-Do-Check-Act model works.</li> <li>Still some resistance to staff members attending PLCs and/or arriving on time to meetings.</li> <li>Teachers asking for more PLC collaboration time.</li> <li>Possibility of waiver will be explored.</li> </ul>	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do- Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do- Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	Leadership Team Subject Area Leaders PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	
	1.2 -Not enough time to meet in PLCs.	1.2 Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	Leadership team	1.2 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	
	1.3.	1.3.	1.3.	1.3.	1.3.

## **CTE Professional Development**

Profes	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.						
	-		Please note that each Strategy does not	require a professional developmen	t or PLC activity.		
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for	
Hillsborough 2012 Rule 6A-1.099811							
Revised July, 2012						82	

2012-2013 School	<b>Improvement Plan</b>	(SIP)-Form SIP-1
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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Monitoring

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 D	ifferentiated Accountabil	ity 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.

X Yes 🗌 No

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

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