# **Florida Department of Education**



School Improvement Plan (SIP)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

# Form SIP-1

#### 2012-2013 SCHOOL IMPROVEMENT PLAN

# **PART I: SCHOOL INFORMATION**

School Name: Kimbell Elementary	District Name: HIllsborough
Principal: Sheryl Marceaux	Superintendent: Mary Ellen Elia
SAC Chair: Zemenaye Belda/Bridgit MIller	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

K-12 Comprehensive Research Based Reading Plan

#### **Highly Qualified Administrators**

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Sheryl Marceaux	B.S. Elementary Ed. MEd. Educational Leadership	5	15	11/12: C 10/11: C 79% AYP 09/10: C 79% AYP 08/09: C 79% AYP
Assistant Principal	Shelly Curcio	B.S. Elementary Ed. MEd. Reading Certification Educational Leadership	5	5	11/12: C 10/11: C 79% AYP 09/10: C 79% AYP 08/09: C 79% AYP

#### **Highly Qualified Instructional Coaches**

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

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
Area		Certification(s)	Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
			Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated
					school year)
	Richard Robinson	ВА К-6	5	5	08-09: C 49% scored Level 3 or above in FCAT
Science		ESOL			09-10: C 26% scored Level 3 or above in FCAT
Resource					10-11: C 40% scored Level 3 or above in FCAT
Resource					11-12: C 39% scored Level 3 or above in FCAT

Math Resource	Lesley Lynn	MEd. Elementary Ed. B.S. Reading Education K- 12	3	3	<ul> <li>10-11: C 66% scored Level 3 or above on FCAT</li> <li>65% of all curriculum made learning gains</li> <li>63% of bottom quartile made learning gains</li> <li>11-12: C 40% scored Level 3 or above on FCAT</li> <li>58% of all curriculum made learning gains</li> <li>62% of bottom quartile made learning gain</li> </ul>
Reading Coach	Michelle LaCosta	B.S. Reading Education K- 12	2	2	<ul> <li>10-11: 2<sup>nd</sup> grade teacher at Lake Magdalene Elementary</li> <li>11-12: C 34% scored Level 3 or above on FCAT</li> <li>59% of all curriculum made learning gains</li> <li>69% of bottom quartile made learning gain</li> </ul>

#### **Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. Recruitment Fairs	Supervisor of teacher recruitment	Ongoing	
3. MAP	Supervisors of data analysis	July 2012	
4. Performance Pay	General Director of Federal Programs	July 2012	
5. Regular meetings of new teachers with administration	Administration	Ongoing	
6. Kimbell New Teacher Orientation	Principal Assistant Principal	August 2012	
7. Partnering new teachers with veteran staff	Assistant Principal	ongoing	

#### **Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are teaching out- Provide the strategies that are being implemented to support the staff in becoming highly effective

of-field/ and who are not highly qualified.	
9 out-of –field teachers	Communication of ESOL Courses as they are offered throughout the district.
	Communication with staff to encourage addition of ESOL on certificate.

#### **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
51	4% (3)	51% (26)	37% (19)	8% (4)	25% (13)	100% (51)	4% (2)	6% (3)	61% (31)

# **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
Michelle Perez	Lindsey Buchanan – K Kristin Edwards – 1 <sup>st</sup> Erin Ferro – 1 <sup>st</sup> Kristina DeMars – 2 <sup>nd</sup> Renee McGacock – 4-5 EBD Stephanie Urso – VE Melissa Justiniano – VE Jessica Crawford - VE	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Lesley Lynn	Lindsey Buchanan – K	The teachers listed were all identified	The mentor teachers have opened up
Michelle LaCosta	Kristin Edwards – 1 <sup>st</sup>	as mentors based on particular strengths	their classrooms to allow for classroom
Colleen Fitzpatrick	Rocio Ramirez	they exhibit in curriculum, instruction and	observations from the mentee teachers.
Ashley Errickson		classroom management. These teachers all	Planning and coaching sessions have
Ingrid Johnson		participate in supporting teachers that are	been, and will be planned, as needed.
Bridgit Miller		new to Kimbell with previous experience	
Zemanaye Belda		and new to the district that may have a	
Miriam Everett		district mentor.	
Nikki Roberts			
Erin Martin			
Morgan Beasley			
Rachel Kaplan			
Melanie Traina			

#### **Additional Requirements**

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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
Nutrition Programs NA
Housing Programs
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education NA
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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

- A. Sheryl Marceaux Principal
- B. Shelly Curcio Assistant Principal for Curriculum
- C. Anita Greenbaum School Psychologist
- D. Cynthia Sherry Guidance Counselor
- E. Michelle LaCosta Reading Coach
- F. Rachel Kaplan ESE Specialist
- G. Nikki Counce Social Worker
- H. Diana Reta ELL Resource Teacher
- I. Lesley Lynn Math Resource Teacher
- J. Richard Robinson Science Resource Teacher
- K. Shannon Gironas SPL
- L. Melanie Murray Behavior Specialist \*as needed

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?

Our RtI team holds weekly meetings to analyze school-wide data. The team meets with PLCs every six weeks to discuss student performance and analyze data to place students in appropriate tiers and intervention groups. We created a visual representation for each grade, each tier, and for every student. When PSLT grade level consultants meet with PLCs and they will update the tiers. We review our CBM data regularly and from that data we can change interventions groups and adjust students' tiers. Representatives of PSLT serve upon the Curriculum Leadership Team , SAC and the Literacy Leadership team to ensure alignment of initiatives and a common language throughout the school.

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

The MTSS Leadership Team assists in the development of the SIP in a variety of ways. The MTSS Team participates in ongoing data analysis as well as data analysis of the Opening of School Data report. Representatives from the MTSS Team served on the SIP work groups. The SIP work groups were subgroups that worked to develop the goal areas which included the strategy action steps. The MTSS Team will assist with the implementation and monitoring of the plan through ongoing data analysis. This analysis will enable us to see the effectiveness of the strategies described within the plan.

#### **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. - F.A.I.R. for Reading data - teachers will participate in individual data chats w/Reading Coach and PLCs will participate in grade level data chats -Fluency Checks – school wide Fluency Sweeps occur 2 times/year. Tier II and Tier III students will be progressed monitored on a regular basis. -Kimbell Writes for monthly Writing data -PBS for ongoing behavior progress monitoring -District formative math assessments for Math, Reading and Science data -PLCs common assessments for Math -Math Chapter Tests -Easy CBM's for ongoing progress monitoring – All Tier III Children will be monitored regularly and Tier II as needed on EASY CBM For Tier 1 the following data will specifically be reviewed: -FAIR -Ouarterly Fluency Checks - Monthly Running Record Data - Kimbell Writes for Writing data - PLCs common assessments for Math - Math Chapter Tests - District Formative Asessments

For Tier 2 the following data will specifically be reviewed:

- FAIR
- Bi weekly Fluency Checks
- Monthly Running Record Data
- Kimbell Writes for Writing data
- PLCs common assessments for Math
- Math Chapter Tests
- CBMs identified by student need
- For Tier 3 the following data will specifically be reviewed:
- FAIR
- Weekly Fluency Checks
- Quarterly Running Record Data
- Kimbell Writes for Writing data
- PLCs common assessments for Math
- Math Chapter Tests
- CBMs identified by student need

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 Describe the plan to train staff on MTSS.

Ongoing training will be provided during Faculty PLCs and Grade Level PLCs. This year we will continue focusing our training efforts on our schoolwide intervention program – Cougar Time. We will continue to train staff on the instructional components used within the program. We will also work to train faculty on the school-wide CBMs that will be used to gather progress monitoring data on our students. Grade level consultants will continue to work with PLCs to support completion of the RtI process and serve to answer any necessary questions. Additionally, PLC Facilitators will be trained at a more in depth level to assist with the overall process. A needs assessment survey will be conducted with the faculty to identify other areas of need where clarification and training may need to occur.

Describe plan to support MTSS.

In order to support MTSS in our schools, we will:

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

#### Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). The school-based LLT is comprised of: Sheryl Marceaux - Principal Shelly Curcio - Assistant Principal Michelle LaCosta - Reading Coach Kristin Burnside - Media Specialist

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

The LLT meets on a regular basis to review data and school trends. Professional development needs are indentified based on data analysis, and student/teacher needs are addressed. School-wide reading incentives are discussed on a regular basis. Members of the LLT also sit on our PSLT and Curriculum Leadership Team. Through this integration we are able to comprehensively analyze data, identify student needs and prescribe student interventions.

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

Our major initiatives are as follows:

- 1. Ensuring that all teachers are comfortable and have the necessary skills to implement appropriate independent reading programs within their classrooms. Emphasis will be placed on student goal setting, progress monitoring and student conferencing.
- 2. Ensuring that rigorous and appropriate guided reading lessons are being implemented. A focus will be placed on what needs to occur within the guided reading lesson and the intensive guided reading lesson. Emphasis will also be placed on using running records with miscue analysis and the comprehension rubric to identify student needs. Training will occur at the site related to the comprehension rubric and instructional implications.
- 3. A school-wide emphasis will be placed on differentiation of instruction within the Reader's Workshop Model. Staff development will occur with all staff members. Coaching and modeling will occur to assist teachers with implementation within their classrooms.
- 4. Assisting K-1 with the implementation of CCSS.
- 5. Working to develop ourselves as interventionists to ensure a high level of fidelity within our delivery of interventions.

#### 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 Florida Commissioner of Education explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. 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. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

#### \*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.

#### \*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?

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?

#### **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 <u>High School Feedback Report</u>.

# PART II: EXPECTED IMPROVEMENTS

# **Reading Goals**

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

	1.1.	1.1.	1.1.	1.1.	1.1.	
1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in	- Not all	Strategy:	Who	Teacher Level	2-3x Per Year	
reading (Level 3-5).			Classroom teachers	-After common assessments	<u> </u>	
		increase students'		are given, teachers will	-3x Year FAIR	
		automaticity and	Leadership Team	analyze data.		
			Reading Coach	unury 20 uutu.		
				PLC/Department Level	During Nine Weeks	
			Peer and Mentor		-Running Records with	
	and monitoring		Evaluators	-PLCs will review	reading comprehension	
	of student			evaluation data.	retell rubric score	
	accountability	Action Steps:	How		- Independent Reading	
	within	Action steps for this	-Evidence of	-PLC facilitator will share	Conferences	
	independent	strategy are outlined	vocabulary instruction	fluency rates with the	-Fluency Checks	
	una dima	on grade level/content		Problem-Solving Leadership		
	-Within the	area PLC action plans.	through classroom walk	Team.	*	
	structure of	pial18.	-throughs.			
	the day, time		-PLC Logs will	Leadership Team Level		
	to meet the		be turned into	-		
	needs of each		administration	-Problem-Solving		
	individualized		and reviewed for	Leadership Team/Reading		
	student		evidence of fluency	Leadership Team will		
	and their		and comprehension	review assessment data for		
	independent		instruction and	trends at a minimum of once		
	reading goals.			per nine weeks		
			curriculum guide.			
			-EET formal			
			observations			
			(Administration and			
			Peer/Mentor)			
			-EET informal			
			observations			
			(Administration and			
			Peer Mentor)			
Deeding Ceel #1	2012 Current	2013 Expected Level				
Reading Goal #1:		of Performance:*				
In grades 3-5, the	Performance:*	or refformation.				
percentage of students						
scoring at a Level 3 or						
higher on the 2013 FCAT						
Reading will increase from						
34% to 39%.						

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

34%	39%					
	1.2. -Teachers are at varying skill levels regarding the usage of the teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources	Model. Action Steps: Action steps for this strategy are outlined on grade level/content area	-Reading Resource Teacher -Classroom Teachers - Peer and Mentor Evaluators How -PLC Logs will be turned into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) -EET informal observations (Administration and Peer Mentor) -EET Nine Week Check Emerging Second Nine Week Check	-After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. <u>Leadership Team Level</u> -Problem-Solving Leadership Team/ Reading Leadership Team	During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports	

		1.3.	1.3.	1.3.	1.3.	1.3.
		-Lack of organized		Who		2-3x Per Year
				Principal		-Common Benchmark
			our instructional	Assistant Principal	Teacher Level	Assessments
		authentic		Leadership		
		opportunities	regular opportunities	Classroom Teachers	After common	
		to work within	for teachers to		assessments are given,	
			collaborate within	How	teachers will analyze data.	
		inen i recontentar		PLC logs will be turned	······································	During Nine Weeks
		Community		into administration and	PLC/Department Level	-Common Benchmark
				administration will provide		Assessments
			and data chats on	feedback.	-PLC logs will be turned	
		or mic measure	student learning,	-Evidence of PLC work	into administration and	
				will be observed during	administration will	
			curriculum guides,	classroom walk throughs	provide feedback.	
			instructional strategies		[	
			and meeting the needs		Leadership Team Level	
		inform instruction	of all students through			
			differentiation of	First Nine Week Check	-Evidence of PLC work	
			instruction.	Operational	will be observed during	
				-	classroom walk throughs	
			Action Steps:	Second Nine Week Check	_	
			Action steps for this			
			strategy are outlined on			
			grade level/content area	Third Nine Week Check		
			PLC action plans.			
					First Nine Week Check	
					Operational	
					Second Nine Week Check	4
		<u></u>			Third Nine Week Check	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check Who and how will the	Strategy Data Check How will the evaluation tool	Student Evaluation Tool	
achievement data, and reference to "Guiding Questions",	Barrier			data be used to determine the		
identify and define areas in			nacity of monitorea.	effectiveness of strategy?		
need of improvement for the						
following group:						

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
	2.1.	Strategy:	Who	Z.1. Teacher Level	2-3x Per Year	
scoring Achievement	- Not all	In order to	Classroom teachers	-After common assessments		
Levels 4 or 5 in reading.	teachers have	increase students'			-3x Year FAIR	
	knowledge	automaticity and		analyze data.		
	and comfort		Reading Coach	anaryze data.		
	level with	<u></u>		PLC/Department Level	During Nine Weeks	
	implementation	students' fluency	Peer and Mentor	<u>i Department Dever</u>	-Running Records with	
	of conferences	rates.	Evaluators	-PLCs will review	reading comprehension	
	and monitoring		Lvaluators	evaluation data.	retell rubric score	
	of student		How	evulution dutu.	- Independent Reading	
	accountability	Action Steps:	-Evidence of	-PLC facilitator will share	Conferences	
	within	Action steps for		fluency rates with the	-Fluency Checks	
	independent	this strategy are		Problem-Solving Leadership		
	reading.	outlined on grade	through classroom walk	Team	-i Station Reports	
	-Within the	level/content area	-throughs	- Cuill.		
	structure of	PLC action plans.	-PLC Logs will	Leadership Team Level		
	the day, time		be turned into			
	to meet the		administration	-Problem-Solving		
	needs of each		and reviewed for	Leadership Team/Reading		
	individualized		evidence of fluency	Leadership Team will		
	student			review assessment data for		
	and their			trends at a minimum of once		
	independent			per nine weeks		
	reading goals.		curriculum guide.			
			-EET formal			
			observations	First Nine Week Check		
			(Administration and	Operational		
			Peer/Mentor)	- <b>F</b>		
			-EET informal			
			observations			
			(Administration and	Second Nine Week Check		
			Peer Mentor)			
			,			
			First Nine Week Check	Third Nine Week Check		
			Operational			
			-			
			Second Nine Week			
			<u>Check</u>			
			Third Nine Week			

 <u>Level of</u> Performance:*	2013 Expected Level of Performance:*	<u>Check</u>		
16%	21%			

		•	•		
	2.2.		2.2.	2.2.	
		Who		2-3x Per Year	
			Teacher Level		
	core curriculum and	-Assistant Principal	-After common	-3x Year FAIR	
	student learning an	-Reading Coach	assessments are given,		
teaching strategy	emphasis will be	-Reading Resource Teacher	teachers will analyze data.		
differentiation of	placed on differentiated	-Classroom Teachers		During Nine Weeks	
instruction.	instruction within the			-Running Records with	
-Teachers	Reader's Workshop	Evaluators		reading comprehension retell	
have a lack of	Model.		-PLCs will review	rubric score	
understanding of		How	evaluation data.	- Independent Reading	
1	Action Stens			Conferences	
	Action steps for this	-PLC Logs will be turned	-PLC facilitator will	-Fluency Checks	
	Blialegy are outlined on		share fluency rates with	-I Station Reports	
		into administration and reviewed for evidence of	the Problem-Solving		
	PLC action plans.	differentiation of instruction			
		and implementation of	Doudorship Touni.		
		curriculum guide.	Leadership Team Level		
		-EET formal observations	Leadership Team Lever		
			-Problem-Solving		
		Mentor)	Leadership Team/		
			Reading Leadership Team		
			will review assessment		
			data for trends at a		
			minimum of once per		
			nine weeks.		
		First Nine Week Check			
		Emerging			
		Second Nine Week Check			
			First Nine Week Check		
		Third Nine Week Check	Emerging		
			Second Nine Week Check		
				1	
			Third Nine Week Check		
			I III U IVIIIE WEEK CHECK		

		i	•	1	i	· · · · ·	
		2.3.	2.3 <u></u> Strategy:	2.3.	2.3.	2.3.	
				<u>Who</u>		2-3x Per Year	
		plaining time to		Principal		-Common Benchmark	
		allow teachers	our instructional	Assistant Principal	Teacher Level	Assessments	
			efforts we will provide				
		opportunities	regular opportunities	Classroom Teachers	-After common		
		to work within	for teachers to		assessments are given,		
			collaborate within	How	teachers will analyze data		
		Learning	Professional Learning	PLC logs will be turned		During Nine Weeks	
		Community	Communities to have	into administration and	PLC/Department Level	-Common Benchmark	
		-Varying levels	focused conversations	administration will provide		Assessments	
		of knowledge	and data chats on	feedback.	-PLC logs will be turned		
		and comfort with	student learning,	-Evidence of PLC work	into administration and		
		implementing	common assessments,	will be observed during	administration will		
		common	curriculum guides,	classroom walk throughs	provide feedback.	1	
			instructional strategies				
		using data to	and meeting the needs		Leadership Team Level	1	
		inform instruction	of all students through	First Nine Week Check	_		
			differentiation of	Operational	-Evidence of PLC work		
			instruction.		will be observed during		
					classroom walk throughs		
				Second Nine Week Check			
			Action Steps:				
			Action steps for this				
			strategy are outlined on	Third Nine Week Check			
			grade level/content area	ı			
			PLC action plans.				
					First Nine Week Check		
					Operational		
					Second Nine Week Check	1	
						]	
					Third Nine Week Check	1	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	1	
achievement data, and reference	Barrier		Who and how will the	How will the evaluation tool		1	
to "Guiding Questions",			fidelity be monitored?	data be used to determine the			
identify and define areas in				effectiveness of strategy?			
need of improvement for the							
following group:							

<b>3. FCAT 2.0: Points for</b>	3.1.	3.1.	3.1.	0 1	2 1	
			Who		3.1. 2-3x Per Year	
students making Learning		In order to	Classroom teachers	-After common assessments	2-5x Per Year	
Gains in reading.	- Not all teachers have	increase students'	Administration		-3x Year FAIR	
	knowledge				-3X Year FAIR	
		1 .	Leadership Team	analyze data.		
	and comfort	<u></u>	Reading Coach		Daine Mine Wester	
	level with		Reading Resource	PLC/Department Level	During Nine Weeks	
	implementation	rates	Peer and Mentor	DL C III I	-Running Records with	
	of conferences		Evaluators	-PLCs will review	reading comprehension	
	and monitoring			evaluation data.	retell rubric score	
	of student	Action Steps:	How E		- Independent Reading	
	accountability	Action steps for	-Evidence of	-PLC facilitator will share	Conferences	
	within	this strategy are		fluency rates with the	-Fluency Checks	
	independent	outlined on grade	will be monitored	Problem-Solving Leadership	-1 Station Reports	
	reading.	level/content area	through classroom walk	l'eam.		
	-Within the	PLC action plans.	-throughs			
	structure of	-	-PLC Logs will	Leadership Team Level		
	the day, time		be turned into			
	to meet the		administration	-Problem-Solving		
	needs of each		and reviewed for	Leadership Team/Reading		
	individualized		evidence of fluency	Leadership Team will		
	student		and comprehension	review assessment data for		
	and their		instruction and	trends at a minimum of once		
	independent		implementation of	per nine weeks		
	reading goals.		curriculum guide.			
			-EET formal	First Nine Week Check		
			observations	Operational		
			(Administration and			
			Peer/Mentor)			
			-EET informal	~		
			observations	Second Nine Week Check		
			(Administration and			
			Peer Mentor)			
				Third Nine Week Check		
			First Nine Week Check			
			Operational			
			Second Nine Week			
			<u>Check</u>			
			Third Nine Week			

Points earned from students	Level of	2013 Expected Level of Performance:*	Check		
making learning gains on the 2013 FCAT Reading will increase from 59 to 64.					
	59	64			

	<u>+</u>					
3.2.		.2.		3.2.	3.2.	
			<u>Who</u>		<u>2-3x Per Year</u>	
				<u>Teacher Level</u>		
					-3x Year FAIR	
				assessments are given,		
	ching strategy e	emphasis will be	-Reading Resource Teacher	teachers will analyze data.		
		placed on differentiated			During Nine Weeks	
				PLC/Department Level	-Running Records with	
		Reader's Workshop	Evaluators		reading comprehension retell	
		Model.			rubric score	
	lerstanding of	ation Stong	How	evaluation data.	- Independent Reading	
how	w to implement	Action Steps			Conferences	
avai	ulable resources.	Action steps for this	-PLC Logs will be turned		-Fluency Checks	
	D	מומנכצע מוכ טענווווכע טוו	-PLC Logs will be turned into administration and		-I Station Reports	
			reviewed for evidence of	the Problem-Solving		
	ſ	Le detion plans:	differentiation of instruction	Leadership Team.		
			and implementation of			
			curriculum guide.	Leadership Team Level		
			-EET formal observations			
				-Problem-Solving		
				Leadership Team/		
				Reading Leadership Team		
			(Administration and Peer	will review assessment		
			/	data for trends at a		
				minimum of once per		
				nine weeks.		
			First Nine Week Check			
			Emerging			
			-			
			Second Nine Week Check			
				First Nine Week Check		
				Emerging		
			Third Nine Week Check	5 5		
				Second Nine Week Check		
				Third Nine Week Check		

	3.3.	3.3. <u> </u>	3.3.	3.3.	3.3.	
	-Lack of organized	Strategy:	Who		2-3x Per Year	
	planning time to	In order to maximize	Principal		-Common Benchmark	
	allow teachers	our instructional	Assistant Principal	Teacher Level	Assessments	
	authentic	efforts we will provide	Leadership			
	opportunities		Classroom Teachers	-After common		
		for teachers to		assessments are given,		
	their Professional	collaborate within	How	teachers will analyze data.		
	Learning		PLC logs will be turned		During Nine Weeks	
	Community	<u> </u>	into administration and	PLC/Department Level	-Common Benchmark	
	-Varying levels		administration will provide		Assessments	
			feedback.	-PLC logs will be turned	155655116115	
	OI KIIO WICUZC	student learning,	-Evidence of PLC work	into administration and		
			will be observed during	administration will		
				provide feedback.		
	common	instructional strategies	classicolli walk unoughs	provide recuback.		
	ussessments and	and meeting the needs		Leadership Team Level		
	using data to	ş	First Nine Week Check	Leadership Team Lever		
				-Evidence of PLC work		
		instruction.	Operational			
		instruction.		will be observed during		
			George 1 Nine West Cheel	classroom walk throughs		
		Action Steps:	Second Nine Week Check			
		Action steps for this				
		strategy are outlined on	Third Nine Week Check			
		grade level/content area				
		PLC action plans.		First Nine Week Check		
				Operational		
				Second Nine Week Check		
				Third Nine Week Check		
Based on the analysis of student Ant	ticipated Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference B	Barrier		How will the evaluation tool			
to "Guiding Questions",			data be used to determine the			
identify and define areas in			effectiveness of strategy?			
need of improvement for the						
following group:						

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
4. FCA1 2.0: Points for students in Lowest 25%	T.1.	Strategy:	Who		4.1. 2-3x Per Year	
		In order to	Classroom teachers	-After common assessments		
making learning gains in	- Not all	increase students'	Administration	are given, teachers will	-3x Year FAIR	
reading.	teachers have	automaticity and	Leadership Team	analyze data.	5	
	knowledge	comprehension	Reading Coach			
	and comfort	we will increase	Reading Resource	PLC/Department Level	During Nine Weeks	
	level with	students' fluency	Peer and Mentor		-Running Records with	
	implementation	rates.	Evaluators	-PLCs will review	reading comprehension	
	of conferences			evaluation data.	retell rubric score	
	and monitoring	Action Stong	How		- Independent Reading	
		Action steps for	-Evidence of	-PLC facilitator will share	Conferences	
	accountability	this strategy are		fluency rates with the	-Fluency Checks	
	within	outlined on grade	will be monitored	Problem-Solving Leadership	-I Station Reports	
	independent	level/content area	through classroom walk	Team.		
	reading.	PLC action plans.	-throughs			
	-Within the	F	-PLC Logs will	Leadership Team Level		
	structure of		be turned into	5 11 a 1 ·		
	the day, time		administration	-Problem-Solving		
	to meet the		and reviewed for	Leadership Team/Reading		
	needs of each		evidence of fluency	Leadership Team will		
	individualized		and comprehension	review assessment data for		
	student and their		instruction and implementation of	trends at a minimum of once per nine weeks		
	independent		curriculum guide.	per fille weeks		
	reading goals.		-EET formal	First Nine Week Check		
	reading goars.		observations	Operational		
			(Administration and	operational		
			Peer/Mentor)			
			-EET informal			
			observations	Second Nine Week Check		
			(Administration and			
			Peer Mentor)			
			,			
				Third Nine Week Check		
			First Nine Week Check			
			Operational			
			Second Nine Week			
			<u>Check</u>			
			Third Nine Week			

			<u>Check</u>		
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 69 to 74.	Level of Performance:*	2013 Expected Level of Performance:*			
	69	74			

4.2.4.2.4.2.4.2.4.2.4.2.Teachers are at varying skill levels regarding the usage of the teaching strategyIn order to enhance core curriculum and student learning an placed on differentiated placed on differentiated classroom Teachers placed on differentiated classroom Teachers Nodel.Teacher Level - Arter common assessments are given. - Reading Resource Teachers teachers will analyze data.Jax Year FAIR assessments are given. - assessments are given.1.1.1Fracehers placed on differentiated of instruction with the - Teachers have a lack of how to implement available resources4.2.4.2.2.3. Year Year1.1.2How- Reading Coach - Reading Resource Teachers Per and Mentor- Reading Resource Teachers - Reader's Workshop Puch struction within the - Per and Mentor- Reading Coach - Reader's Workshop - Puch swith reading comprehension retell - Puch swith reading comprehension retell - Puch swith reading comprehension retell - Puch swith share fluency rates with - Puch calibility of previewed for evidence of grade level/content area differentiation of - Puch cation plans PLC action plans - PUC Logs will be turned - PUC action plans PLC action plans - Puch struction with - Per viewed for evidence of - Purice and instruction - Adiministration and Peer/ - Problem-Solving - Eart informal observations - Adiministration and Peer/ - Problem-Solving - Eard informal observations - Adiministration and Peer/ - Problem-Solving - Eard informal observations - Adiministration and Peer/ - Problem-Solving - Eard informal observations - Adiministration and Peer/ - Problem-So
at varying skill levels regarding the usage of the eaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resourcesIn order to enhance core curriculum and placed on differentiation of instruction within the Reader's Workshop Model.Teacher Level -Assistant Principal -Assistant Principal -Assistant Principal Reading Coach Reading Resource Teachers -Peer and MentorTeachers PLC/Department Level -PLC swill review evaluation data.Juring Nine Weeks -Atten WeeksAction Steps: Action steps for this strategy are outlined on PLC action plans.Action Steps: (Atten steps for this strategy are outlined on PLC action plansPLC Logs will be turned reviewed for evidence of eviewed for evidence of euriculum guide. -EET formal observations (Administration and Peer/ -EET formal observations (Administration and Peer/ -Problem-Solving Leadership Team (Administration and Peer/ -Problem-Solving Leadership Team/ Reading Leadership Team (Administration and Peer/ -Problem-Solving Leadership Team/ Reading Leadership Team (Administration and Peer/ -Problem-Solving Leadership Team/ Reading Leadership Team (Administration and Peer/ -Problem-Solving Leadership Team
Invests regarding the usage of the taching strategycore curriculum and student learning an emphais will ba emphasis will ba placed on differentiation instruction.After common assistant Principal Reading Coach tacking Resource Teacher classroom Teachers Peer and Mentor3x Year FAIR assessments are given, teachers will analyze data.have a lack of understanding of how to implement available resources.model.Peer and Mentor EvaluatorsPLCS will review evaluation dataJuring Nine Weeks -Running Records with reading comprehension retell rubric scoreAction steps for this strategy are outlined on grade level/content area How-PLC logs will be turned inferentiation of into administration and reviewed for evidence of grade level/content area Hentor-PLC logs will be turned inferentiation of instruction and implementation of eurriculum guidePLC dading teachers eviewed for evidence of eurriculum guidePLC bacilitator will share fluency rates with the Problem-Solving Leadership Team. will review sessment ading inferentiation of eurriculum guidePLC action plansSt Year FAIR statesPLC action plansTreachers modifierentiation of eurriculum guidePLC swill review evaluation dataIndependent Reading conferencesPLC action plansPLC logs will be turned ifferentiation of eurriculum guidePLC facilitator will eadership Team. will review assessment adain planetostorion (Administration and Peer/ Mentor)-PLC bactin plansPLC action plans.PLC action plansPLC action plansPLC action plansPLC action plans.
the usage of the teaching strategy differentiation of instruction instruction available resources. Action steps for this strategy are outlined on PLC action plans. How how to implement available resources Action steps for this strategy are outlined on pLC action plans. How how to implement available resources Action steps for this strategy are outlined on pLC action plans. How how to implement available resources Action steps for this strategy are outlined on pLC action plans. How how to implement available resources Action steps for this strategy are outlined on pLC action plans. How how to implement available resources Action steps for this strategy are outlined on pLC action plans. How how to implement available resources Action steps for this strategy are outlined on prace level/content area pLC action plans. How how to implement available resources Action steps for this strategy are outlined on prace level/content area pLC action plans. How how to implement available resources Action steps for this strategy are outlined on prace level/content area pLC action plans. How how to implementation of curriculum guide. -EET formal observations (Administration and Peer (Administration Administration Administration Admini
teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources.emphasis will be placed on differentiated teachers Nodel.Reading Resource Teacher classroom Teachers - Peer and Mentor EvaluatorsDuring Nine Weeks - Running Records with - Running Records with <b< td=""></b<>
differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources. Action Steps for this strategy are outlined on PLC Logs will be turned Action steps for this strategy are outlined on PLC action plans. PLC Logs will be turned Action plans. Action plans. PLC Logs will be turned placed on differentiated Classroom Teachers PLC/Department Level -PLCs will review valuation data. -Independent Reading Conferences -Fluency Checks -I Station Reports -I Station Rep
Instruction.instruction within the reachersPeer and Mentor Reader's Workshop have a lack of understanding of how to implement available resources.Peer and Mentor Reader's Workshop HowPeer and Mentor EvaluatorsPLC/Department Level valuationRunning Records with reading comprehension retell rubric scorePLC action Steps: Action Steps for this strategy are outlined on grade level/content area LEC action plans.PLC Logs will be turned into administration and and implementation of instruction of instruction PLC action plans.PLC Logs will be turned into administration and peer/ eviewed for evidence of turic scoreFLC facilitator will strategy are outlined on the Problem-Solving EET formal observations (EET formal observations EET informal observations (Administration and Peer/ (Problem-Solving EET informal observations (Administration and Peer/ Problem-Solving EET informal observations (Administration and Peer/ Problem-Solving (EET informal observations (Administration and Peer/ (Problem-Solving EET informal observations (Administration and Peer/ (Problem-Solving<
Teachers have a lack of understanding of how to implement available resources.Reader's Workshop Model.For and inclusion EvaluatorsTeachers EvaluatorsReading comprehension retell rubric scoreAction Steps: Action steps for this strategy are outlined on PLC action plansPLC logs will be turned into administration and erviewed for evidence of grade level/content area and implementation of eurriculum guidePLC facilitator will share fluency rates with the Problem-Solving Leadership TeamFluency Checks-I Station Reports-Fluency reading comprehension retell rubric score-Fluency Checks-I Station Reports-Fluency reading comprehension retell rubric score-I Station Reports-Fluency reading comprehension retell rubric score-I Station Reports-Fluency reading comprehension retell share fluency rates with the Problem-Solving Leadership Team-I Station Reports-Fluency reading comprehension retell informal observations (Administration and Peer/ Wentor)-I Station Reports-Fluency reading comprehension retell informal observations will review assessment Wentor)-I Station Reports-Fluency retell informal observations (Administration and Peer Wentor)-I Station Reports-Fluency retell informal observations will review assessment will review assessment-I Station Reports-Fluency retell rubric score-I Station Reports-Fluency retell rubric score-I Station Reports-Fluency retell rubric score-I Station Reports-Pluency rete
have a lack of understanding of how to implement available resources. Action Steps: Action steps for this strategy are outlined on PLC action plans. PLC Logs will be turned into administration and reviewed for evidence of grade level/content area differentiation of instruction PLC action plans. PLC
Inderstanding of how to implement available resources.       Action Steps: Action Steps: or this strategy are outlined on grade level/content area pLC action plans.       -PLC Logs will be turned into administration and share fluency rates with reviewed for evidence of curriculum guide.       -Fluency Checks         PLC action plans.       -PLC action plans.       -PLC facilitator will share fluency rates with reviewed for evidence of curriculum guide.       -Independent Reading Conferences         -EET formal observations (Administration and ministration and pLC action plans.       -PLC action plans.       -PLC action plans.       -PLC action plans.         -EET formal observations (Administration and Peer/       -EET formal observations (Administration and Peer/       -Problem-Solving       -Independent Reading Conferences         -EET informal observations (Administration and Peer/       -EET informal observations (Administration and Peer/       -Problem-Solving       -Independent Reading         -EET informal observations (Administration and Peer/       -Independent Peer/       -Independent Peer/       -Independent Peer/         -EET informal observations (Administration and Peer/       -Independent Peer/       -Independent Peer/       -Independent Peer/         -EET informal observations (Administration and Peer/       -Independent Peer/       -Independent Peer/       -Independent Peer/         -EET informal observations (Administration and Peer/       -Independent Peer/       -Independent Peer/       -Independent Peer/
how to implement available resources. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans. PLC Logs will be turned into administration and reviewed for evidence of and implementation of curriculum guide. -EET formal observations (Administration and Peer/ -EET informal observations (Administration and Peer/ -EET informal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer/ will review assessment (Administration and Peer/ will review assessment (Administration and Peer/ will review assessment (Administration and Peer/ Wentor) -EET informal observations (Administration and Peer/ Wentor) -EET informal observations -EET inform
available resources.Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.PLC Logs will be turned into administration and reviewed for evidence of and implementation of curriculum guide. -EET formal observations (Administration and Peer/ -EET informal observations (Administration and Peer/ -Problem-Solving Leadership Team/ -EET informal observations (Administration and Peer/ Wentor)PLC action plans.PLC action plans.PLC hacilitator will share fluency rates with the Problem-Solving Leadership Team Will review assessment will review assessment data for trends at a-Fluency Checks -I Station Reports
Action steps for this strategy are outlined on grade level/content area PLC action plans.into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ -Froblem-Solving Leadership Team/ -EET informal observations (Administration and Peer/ -EET informal observations (Administration and Peer will review assessment data for trends at aI Station ReportsImage: Description of the problem of the p
strategy are outlined on reviewed for evidence of the Problem-Solving grade level/content area differentiation of instruction and implementation of PLC action plans. and implementation of curriculum guide. <u>Leadership Team Level</u> -EET formal observations (Administration and Peer/ -EET informal observations (Administration and Peer/ -EET informal observations (Administration and Peer Mentor) Leadership Team (Administration and Peer Mentor) data for trends at a
grade level/content area PLC action plans.differentiation of instruction and implementation of curriculum guide.Leadership Team Leadership Team Level-EET formal observations (Administration and Peer/ -EET informal observations (Administration and Peer/ -EET informal observations (Administration and Peer-Problem-Solving Leadership Team/ eading Leadership Team-EET informal observations (Administration and PeerReading Leadership Team-EET informal observations (Administration and PeerWill review assessment data for trends at a
PLC action plans. and implementation of curriculum guide. <u>Leadership Team Level</u> -EET formal observations (Administration and Peer/ -Problem-Solving Mentor) Leadership Team/ -EET informal observations (Administration and Peer will review assessment (Administration and Peer will review assessment Mentor) data for trends at a
Image: Construction of Constructing Construction of Construction of Constructio
-EET formal observations (Administration and Peer/ -Problem-Solving Mentor) Leadership Team/ -EET informal observations Reading Leadership Team (Administration and Peer will review assessment Mentor) data for trends at a
(Administration and Peer/ Mentor)-Problem-Solving Leadership Team/-EET informal observations (Administration and Peer Mentor)Reading Leadership Team will review assessment data for trends at a
Mentor) -EET informal observations (Administration and Peer Mentor) Leadership Team will review assessment data for trends at a
-EET informal observations Reading Leadership Team (Administration and Peer will review assessment Mentor) data for trends at a
(Administration and Peer will review assessment Mentor) data for trends at a
Mentor) data for trends at a
minimum of once per
nine weeks.
First Nine Week Check
Emerging
Second Nine Week Check
First Nine Week Check
Emerging
Third Nine Week Check
Second Nine Week Check

			İ	İ	İ	İ	
				4.3.	4.3.	4.3.	
				Who		<u>2-3x Per Year</u>	
		plaining time to		Principal		-Common Benchmark	
		allow teachers	our instructional	Assistant Principal	Teacher Level	Assessments	
		authentic	efforts we will provide	Leadership			
		opportunities	regular opportunities	Classroom Teachers	-After common		
		to work within	for teachers to		assessments are given,		
		their Professional	collaborate within	How	teachers will analyze data.		
		Learning	Professional Learning	PLC logs will be turned		During Nine Weeks	
		Community	e e	into administration and	PLC/Department Level	-Common Benchmark	
		-Varying levels		administration will provide		Assessments	
				feedback.	-PLC logs will be turned	1 issessments	
			student learning,	-Evidence of PLC work	into administration and		
				will be observed during	administration will		
		implementing	curriculum guides,	classroom walk throughs	provide feedback.		
		common	instructional strategies		provide recuback.		
		abbebbillentb alla	and meeting the needs		Leadership Team Level		
		using dutu to	e e e e e e e e e e e e e e e e e e e	First Nine Week Check	Leauership ream Level		
			differentiation of				
			instruction.	Operational	-Evidence of PLC work		
			instruction.		will be observed during		
					classroom walk throughs		
				Second Nine Week Check			
			Action Steps:				
			Action steps for this				
			strategy are outlined on	Third Nine Week Check			
			grade level/content area		First Nine Week Check		
			PLC action plans.		Operational		
					Second Nine Week Check		
					Third Nine Week Check		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier			How will the evaluation tool			
to "Guiding Questions",			fidelity be monitored?	data be used to determine the			
identify and define areas in				effectiveness of strategy?			
need of improvement for the							
following subgroup:	2011 2012	2012 2012	2012 2014	2014 2015	2015 2017	2017 2017	
Based on Ambitious but Achievable Annual Measurable	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Objectives (AMOs), Reading and							
Math Performance Target							
man i enomanee i arget				1			

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

5. Ambitious but				
Achievable Annual				
Measurable Objectives				
(AMOs). In six year				
school will reduce their				
achievement gap by 50%.				
Reading Goal #5:				
_				

5 A Student out - 5 A 1	. 5A.1.	5A.1.	5A.1.	5A.1.	
<b>5A. Student subgroups by</b> 5A.1.		DA.1. Who	DA.1. Teacher Level	DA.1. 2-3x Per Year	
ethnicity (White, Black,	<u>Strategy:</u> In order to	Classroom teachers	-After common assessments		
Hispanic, Asian, American	all increase stud			-3x Year FAIR	
	ers have automaticity		are given, teachers will analyze data.	-3X Year FAIR	
	, , uutoinutiony		anaryze data.		
	comprehens comfort we will incr		PLC/Department Level	During Nine Weeks	
level v			PLC/Department Lever	-Running Records with	
impler	ementation rates.	Evaluators	-PLCs will review		
of con	nferences	Evaluators	evaluation data.	reading comprehension retell rubric score	
	nonitoring	T	evaluation data.		
of stuc		s: -Evidence of	-PLC facilitator will share	- Independent Reading Conferences	
	intability Action steps			-Fluency Checks	
within	i i i i i i i i i i i i i i i i i i i				
	n this strategy outlined on		Problem-Solving Leadership	-1 Station Reports	
readin			lik i eani.		
	nin the PLC action		Leadership Team Level		
	ture of	be turned into	Leadership Team Lever		
	ay, time	administration	-Problem-Solving		
to mee		and reviewed for	Leadership Team/Reading		
	s of each	evidence of fluency	Leadership Team will		
	idualized	and comprehension	review assessment data for		
studen		instruction and	trends at a minimum of once		
and th		implementation of	per nine weeks		
	endent	curriculum guide.	per lille weeks		
	ng goals.	-EET formal	First Nine Week Check		
	00	observations	Operational		
		(Administration and	Operational		
		Peer/Mentor)			
		-EET informal			
		observations	Second Nine Week Check		
		(Administration and	becond time week eneek		
		Peer Mentor)			
			Third Nine Week Check		
		First Nine Week Che			
		Operational	<u> </u>		
		- F			
		Second Nine Week			
		Check			
		Third Nine Week			

			<u>Check</u>		
In grades 3-5, the		2013 Expected Level of Performance:*			
	Black: 32 Hispanic: 31 Asian: NA American	White:55 Black: 39 Hispanic: 38 Asian: NA American Indian: NA			

5A.2	5A.2.			5A.2.	
-Teachers are		Who		2-3x Per Year	
at varying skill	Strategy:	-Principal	Teacher Level		
levels regarding	In order to enhance	-Assistant Principal		-3x Year FAIR	
the usage of the	core curriculum and	-Reading Coach	assessments are given,		
teaching strategy	student learning an	-Reading Resource Teacher	teachers will analyze data.		
differentiation of	emphasis will be	-Classroom Teachers	-	During Nine Weeks	
instruction.	placed on differentiated	- Peer and Mentor	PLC/Department Level	Running Records with	
-Teachers	instruction within the	Evaluators		reading comprehension retell	
have a lack of	Reader's Workshop		-PLCs will review	rubric score	
understanding of	Model.	How	evaluation data.	- Independent Reading	
how to implement				Conferences	
available resources		-PLC Logs will be turned	-PLC facilitator will	-Fluency Checks	
	Action Steps:			-I Station Reports	
	Action steps for this		the Problem-Solving		
		differentiation of instruction			
	grade level/content area		Loudonship Louin		
	PLC action plans.	curriculum guide.	Leadership Team Level		
	20 action plans.	-EET formal observations			
			-Problem-Solving		
		Mentor)	Leadership Team/		
			Reading Leadership Team		
		(Administration and Peer	will review assessment		
			data for trends at a		
			minimum of once per		
			nine weeks.		
		First Nine Week Check	inne weeks.		
		Emerging			
		Lineiging			
		Second Nine Week Check			
		Second Tyme week Check	First Nine Week Check		
			Emerging		
		Third Nine Week Check	Emerging		
		TIME WEEK CHECK			
			Second Nine Week Check		
			Second Mille week Check		
			Thind Nine Wests Cheet		
			Third Nine Week Check		

		i	i	i	i	÷	
			5A.3. <u> </u>	5A.3.	5A.3.	5A.3.	
		-Lack of organized	Strategy:	Who		2-3x Per Year	
		planning time to	In order to maximize	Principal		-Common Benchmark	
		allow teachers	our instructional	Assistant Principal	Teacher Level	Assessments	
		authentic	efforts we will provide	Leadership			
		opportunities	regular opportunities	Classroom Teachers	-After common		
		to work within	for teachers to		assessments are given,		
			collaborate within	How	teachers will analyze data		
			Professional Learning	PLC logs will be turned		During Nine Weeks	
		Community	Communities to have		PLC/Department Level	-Common Benchmark	
			focused conversations	administration will provide		Assessments	
			and data chats on	feedback.	-PLC logs will be turned	1.550555110	
		or michage	student learning,	-Evidence of PLC work	into administration and		
				will be observed during	administration will		
		common	curriculum guides,	classroom walk throughs	provide feedback.		
			instructional strategies	classiooni wark unoughs	provide recuback.		
			and meeting the needs		Leadership Team Level		
				First Nine Week Check	Leadership Team Lever		
			differentiation of	Operational	-Evidence of PLC work		
			instruction.	Operational	will be observed during		
					l e		
				Constant Nine World Chard	classroom walk throughs		
				Second Nine Week Check			
			Action Steps:				
			Action steps for this				
				Third Nine Week Check			
			grade level/content area	L	First Nine Week Check		
			PLC action plans.		Operational		
					Second Nine Week Check		
					Third Nine Week Check		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier			How will the evaluation tool			
to "Guiding Questions",			fidelity be monitored?	data be used to determine the			
identify and define areas in				effectiveness of strategy?			
need of improvement for the							
following subgroup:							

5D F	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
5B. Economically	рв.1.	Strategy:			DB.1. 2-3x Per Year	
Disadvantaged students		In order to	Classroom teachers	-After common assessments	2-5x Per Fear	
not making satisfactory	- Not all	increase students'			-3x Year FAIR	
progress in reading.	teachers have	automaticity and		are given, teachers will analyze data.	-3X Year FAIR	
		comprehension		analyze data.		
	knowledge	we will increase	Reading Coach			
	and comfort level with	students' fluency		PLC/Department Level	During Nine Weeks	
			Peer and Mentor	DL C III I	-Running Records with	
	implementation	liaics.	Evaluators	-PLCs will review	reading comprehension	
	of conferences		ТΤ.	evaluation data.	retell rubric score	
	and monitoring of student	Action Steps:	<u>How</u> -Evidence of	DLC C dilitate and ill shows	- Independent Reading	
		Action steps for		-PLC facilitator will share	Conferences	
	accountability	this strategy are		fluency rates with the	-Fluency Checks	
	within	outlined on grade	will be monitored through classroom walk	Problem-Solving Leadership	-1 Station Reports	
	independent	level/content area		leam.		
	reading. -Within the	PLC action plans.	-throughs -PLC Logs will	Leadership Team Level		
		· ·	e e	Leadership Team Level		
	structure of		be turned into	Dechlary Calling		
	the day, time to meet the		administration	-Problem-Solving		
			and reviewed for	Leadership Team/Reading		
	needs of each		evidence of fluency	Leadership Team will		
	individualized student			review assessment data for		
				trends at a minimum of once		
	and their			per nine weeks		
	independent		curriculum guide. -EET formal	First Nize Weels Cheels		
	reading goals.		observations	First Nine Week Check		
			(Administration and	Operational		
			Peer/Mentor) -EET informal			
				Coord Nine Wests Chests		
			observations (Administration and	Second Nine Week Check		
			Peer Mentor)			
			Peer Mentor)			
				Third Nine Week Check		
			First Nine Week Check			
			Operational			
			Operational			
			Second Nine Week			
			Check			
			CHECK			
			Third Nine Week			
			<u>i ini u inine week</u>			

			<u>Check</u>		
<u> </u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	32%	39%			

	r	i	1		i
5B.2	5B.2.	5B.2.		5B.2.	
-Teachers are	In order to enhance	Who		2-3x Per Year	
at varying skill	core curriculum and	-Principal	Teacher Level		
levels regarding	student learning an	-Assistant Principal	-After common	-3x Year FAIR	
the usage of the	emphasis will be	-Reading Coach	assessments are given,		
teaching strategy	placed on differentiated	-Reading Resource Teacher	teachers will analyze data.		
differentiation of	instruction within the	-Classroom Teachers	5	During Nine Weeks	
instruction.	Reader's Workshop	- Peer and Mentor		-Running Records with	
-Teachers	Model.	Evaluators		reading comprehension retell	
have a lack of			-PLCs will review	rubric score	
understanding of	Action Steps:	How	evaluation data.	- Independent Reading	
how to implement	Action steps for this	<u>110 W</u>	e valuation data.	Conferences	
available resources.		-PLC Logs will be turned	-PLC facilitator will	-Fluency Checks	
uvunuoie resources.	grade level/content area	into administration and	share fluency rates with	-I Station Reports	
	PLC action plans.	reviewed for evidence of	the Problem-Solving		
	- ····	differentiation of instruction			
		and implementation of	Leadership Team.		
		curriculum guide.	Leadership Team Level		
		-EET formal observations	Leadership Team Level		
			Destations Cold in a		
		(Administration and Peer/	-Problem-Solving		
		Mentor)	Leadership Team/		
			Reading Leadership Team		
		(Administration and Peer	will review assessment		
		Mentor)	data for trends at a		
			minimum of once per		
			nine weeks.		
		First Nine Week Check			
		Emerging			
		Second Nine Week Check			
			First Nine Week Check		
			Emerging		
		Third Nine Week Check	- 0 0		
			1		
			Second Nine Week Check		
			Second Time Week Check		
			Thind Mine West Charl		
			Third Nine Week Check		

		i	•	i	i and the second second second second second second second second second second second second second second se	i	
			5B.3. <u> </u>	5B.3.	5B.3.	5B.3.	
		-Lack of organized	Strategy:	<u>Who</u>		2-3x Per Year	
		prunning time to		Principal		-Common Benchmark	
		allow teachers	our instructional	Assistant Principal	Teacher Level	Assessments	
		authentic	efforts we will provide				
		opportunities	regular opportunities	Classroom Teachers	-After common		
			for teachers to		assessments are given,		
		their Professional	collaborate within	How	teachers will analyze data.		
		0		PLC logs will be turned		During Nine Weeks	
		Community		into administration and	PLC/Department Level	-Common Benchmark	
				administration will provide		Assessments	
		of knowledge	and data chats on	feedback.	-PLC logs will be turned		
			student learning,	-Evidence of PLC work	into administration and		
		implementing		will be observed during	administration will		
		common	curriculum guides,	classroom walk throughs	provide feedback.		
			instructional strategies				
			and meeting the needs		Leadership Team Level		
				First Nine Week Check			
			differentiation of	Operational	-Evidence of PLC work		
			instruction.		will be observed during		
					classroom walk throughs		
				Second Nine Week Check			
			Action Steps:				
			Action steps for this	Third Nine Week Check			
			strategy are outlined on grade level/content area		First Nine Week Check		
			PLC action plans.		Operational		
			PLC action plans.		Operational		
					Second Nine Week Check		
					Second mile week Check		
					Third Nine Week Check		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier	Strategy	Who and how will the	How will the evaluation tool	Student Evaluation 1001		
to "Guiding Questions",				data be used to determine the			
identify and define areas in				effectiveness of strategy?			
need of improvement for the							
following subgroup:							

5C. English Language	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Loornors (FLL) not							
making satisfactory	See Reading Goal # 1 for						
nragrass in reading	Goal # 1 for						
progress in reading.	Information						
Reading Goal #5C:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
The percentage of ELL	Performance:*						
students scoring proficient							
on the 2013 FCAT Reading							
will increase from 32% to							
39%.							
	32%	39%					
			5C.2.	5C.2.	5C.2.	5C.2.	
			<b>2</b> .				
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier	Strategy	Who and how will the	How will the evaluation tool	Student Evaluation 1001		
to "Guiding Questions",			fidelity be monitored?	data be used to determine the			
identify and define areas in				effectiveness of strategy?			
need of improvement for the							
following subgroup:							

5D. Students with 5	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
			Who	5D.1. Teacher Level	2-3x Per Year	
Disabilities (SWD) not			<u>Who</u> Classroom teachers		2-3x Per Year	
making satisfactory	NT. (	increase students'		-After common assessments		
	Not all	automaticity and			-3x Year FAIR	
	eachers nave			analyze data.		
	nowledge	<u></u>	Reading Coach			
				PLC/Department Level	During Nine Weeks	
	evel with	-	Peer and Mentor		-Running Records with	
11	mplementation	Tales.	Evaluators	-PLCs will review	reading comprehension	
	of conferences			evaluation data.	retell rubric score	
	ind monitoring	Action Steps:	How		- Independent Reading	
	of student	Action steps for	-Evidence of	-PLC facilitator will share	Conferences	
	<b>ee</b> e annae mey	· · ·		fluency rates with the	-Fluency Checks	
	vithin	this strategy are outlined on grade	will be monitored	Problem-Solving Leadership	-I Station Reports	
	<b>r</b>	level/content area	through classroom walk	l'eam.		
	eading.		-throughs			
		-	PLC Logs will	Leadership Team Level		
	tructure of		be turned into			
	he day, time		administration	-Problem-Solving		
	o meet the		and reviewed for	Leadership Team/Reading		
	needs of each		evidence of fluency	Leadership Team will		
	ndividualized			review assessment data for		
	tudent			trends at a minimum of once		
	and their			per nine weeks		
	ndependent		curriculum guide.			
r	eading goals.		-EET formal	First Nine Week Check		
			observations	Operational		
			(Administration and			
			Peer/Mentor)			
			-EET informal			
				Second Nine Week Check		
			(Administration and			
			Peer Mentor)			
				<u>Third Nine Week Check</u>		
			First Nine Week Check			
			Operational			
			Second Nine Week			
			<u>Check</u>			
			<u>Third Nine Week</u>			

	2013 Expected Level of Performance:*	Check		
8%	17%			

		5D.2.	5D.2.		5D.2.	
			Who		2-3x Per Year	
		core curriculum and	-Principal	Teacher Level		
	levels regarding	student learning an	-Assistant Principal	-After common	-3x Year FAIR	
	the usage of the	emphasis will be	-Reading Coach	assessments are given,		
	teaching strategy	placed on differentiated		teachers will analyze data.		
	differentiation of	instruction within the	-Classroom Teachers		During Nine Weeks	
	instruction.	Reader's Workshop	- Peer and Mentor	PLC/Department Level	-Running Records with	
	-Teachers	Model.	Evaluators		reading comprehension retell	
	have a lack of			-PLCs will review	rubric score	
	understanding of		How	evaluation data.	- Independent Reading	
	how to implement				Conferences	
	available resources.	Action Steps:	-PLC Logs will be turned	-PLC facilitator will	-Fluency Checks	
		Action steps for this	into administration and	share fluency rates with	-I Station Reports	
		strategy are outlined on	reviewed for evidence of	the Problem-Solving	1	
		grade level/content area	differentiation of instruction	Leadership Team.		
		PLC action plans.	and implementation of			
			curriculum guide.	Leadership Team Level		
			-EET formal observations			
			(Administration and Peer/	-Problem-Solving		
			Mentor)	Leadership Team/		
				Reading Leadership Team		
			(Administration and Peer	will review assessment		
			Mentor)	data for trends at a		
			,	minimum of once per		
				nine weeks.		
			First Nine Week Check			
			Emerging			
			Second Nine Week Check			
				First Nine Week Check		
			Third Nine Week Check	Emerging		
				0.0		
				Second Nine Week Check		
				Third Nine Week Check		

		i	·	i	
5D.3	5D.3.	5D.3.	5D.3.	5D.3.	
-Lack of org	nized Strategy:	Who		2-3x Per Year	
planning tim	to In order to maximize	Principal		-Common Benchmark	
allow teache	s our instructional	Assistant Principal	Teacher Level	Assessments	
authentic	efforts we will provide				
opportunitie	regular opportunities	Classroom Teachers	-After common		
to work with	n for teachers to		assessments are given,		
their Profess	onal collaborate within	How	teachers will analyze data.		
Learning	Professional Learning	PLC logs will be turned		During Nine Weeks	
Community	Communities to have	into administration and	PLC/Department Level	-Common Benchmark	
-Varying lev	Is focused conversations	administration will provide	_	Assessments	
of knowledg		feedback.	-PLC logs will be turned		
and comfort		-Evidence of PLC work	into administration and		
implementir	common assessments,	will be observed during	administration will		
common	curriculum guides,	classroom walk throughs	provide feedback.		
assessments	nd instructional strategies				
using data to	and meeting the needs		Leadership Team Level		
inform instr	ction of all students through	First Nine Week Check	_		
	differentiation of	Operational	-Evidence of PLC work		
	instruction.	-	will be observed during		
		Second Nine Week Check	classroom walk throughs		
			-		
	Action Steps:				
	Action steps for this	Third Nine Week Check			
	strategy are outlined or				
	grade level/content are	a			
	PLC action plans.		First Nine Week Check		
			Operational		
			1		
			Second Nine Week Check		
				]	
			Third Nine Week Check		

# **Reading Professional Development**

Professional Development (PD) aligned with			
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			42

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
Guided Reading	K-5	Michelle LaCosta	PLCs grade K-5	September 2011	Ũ	Administration Reading Coach
Book Study – <u>RIGOR</u> <u>is NOT a Four Letter</u> <u>Word</u>	Entire Staff	Shelly Curcio	All Staff	October – November 2012		Administration Reading Coach
Book Study – Comprehension and Collaboration	K-5 All	Michelle LaCosta	Teachers K-5	December 2012 – January 2013	PLC logs will reflect focused conversations on effective guided reading. Evidence will be observed during walk throughs.	Administration Reading Coach
Fluency Awareness Session	Instructional Staff	Michelle La Costa	All Instructional Staff	October 2012	-	Administration Reading Coach
5 Day Vocabulary		Michelle La Costa	All Instructional Staff	November 2012	Name as above	Administration Reading Coach

#### End of Reading Goals

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

## Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in	1.1.		Who		2-3x Per Year	
	Not all teachers			Teacher Level	<u> </u>	
mathematics (Level 3-5).		strengthen the		-After common assessments	District Baseline and Mid-	
		0			Year Testing	
		curriculum and		analyze data.		
	how to read a	student knowledge,	Peer and Mentor		-MYT tests	
			Evaluators		-EOY test	
		participate in		PLC/Department Level		
	and apply	mathematics				
	problem	lessons where	How	-PLC's will review		
	solving	teachers			During Nine Weeks	
	strategies.	incorporate the	solving implementation			
	Ũ		will be observed		-Chapter Tests	
	Not all	mathematical	through classroom		-Benchmark mini	
	teachers have	practice and the		Leadership Team Level	assessments	
	knowledge	usage of problem	-PLC logs turned into	· ·		
	and comfort			-Leadership team will		
	level with			monitor common monthly		
		Students will have		assessments and utilized		
	solving		-EET formal	assessment data to drive		
	strategies	to apply Standards		instruction.		
		for Mathematical	(Administration and			
			Peer/Mentor)			
		problem solving	-EET informal			
		strategies.	observations			
			(Administration and			
			Peer Mentor)			
		Action steps for				
		this strategy are	First Nine Week Check			
		outlined on grade		First Nine Week Check		
		level/content area		Operational		
		PLC action plans.	Second Nine Week			
			<u>Check</u>			
				Second Nine Week Check		
			Third Nine Week			
			<u>Check</u>			
				Third Nine Weels Cheels		
				Third Nine Week Check		

 Level of Performance:*	2013 Expected Level of Performance:*			
40%	45%			

- i	1	1	i	i -	Ì
1.2.	1.2.	1.2.	1.2.	1.2.	
		Who		2-3x Per Year	
-Not all teachers	-Increase student's	Principal	Teacher Level		
are aware how	comprehension of	Assistant Principal	-After common	District Baseline and Mid-	
to model reading		Math Resource Teacher	assessments are given,	Year Testing	
strategies within		Classroom Teachers	teachers will analyze data.		
math content.		Peer and Mentor Evaluators		-MYT tests	
	math.			-EOY test	
-Not all teachers		How	PLC/Department Level		
have knowledge of	Action Steps:	-Problem solving leadership	-		
reading strategies	Action steps for this	team will create a fidelity	-PLC's will review		
and how to apply in	strategy are outlined on	monitoring tool.	assessments on a regular		
mathematics	grade level/content area	-Evidence of problem	basis.		
		solving implementation		During Nine Weeks	
		will be observed through		-Chapter Tests	
		classroom walk through.	Leadership Team Level	-Benchmark mini assessments	
		-PLC logs turned into			
		administration.	-Leadership team will		
		-Elementary math walk	monitor common monthly		
		through form.	assessments and utilized		
			assessment data to drive		
		(Administration and Peer/	instruction.		
		Mentor)			
		-EET informal observations			
		(Administration and Peer			
		Mentor)			
		(vientor)	First Nine Week Check		
		First Nine Week Check	Operational		
		Operational	Operational		
		Operational			
			1		
		Second Nine Week Check	Second Nine Week Check		
		Second Mille week Check	Second Nine week Check		
		Third Nine West Charl	1		
		Third Nine Week Check			
			Third Nine Week Check		

		1.3.	1.3.	1.3.	1.3	1.3.	
		-Lack of organized	Strategy:	Who		2-3x Per Year	
		r		1	<u>Teacher Level</u>		
		anow touchers	our instructional	Assistant Principal		District Baseline and Mid-	
		authentic	efforts we will provide			Year Testing	
		opportunities	regular opportunities	Classroom Teachers	assessments are given,		
		to work writinn	for teachers to	Peer and Mentor Evaluators			
			collaborate within			-EOY test	
			Professional Learning	How	PLC/Department Level		
		Community		PLC logs will be turned			
				into administration and	-PLC logs will be turned		
			and data chats on	administration will provide			
			student learning,	feedback.	administration will		
			common assessments,	-Evidence of PLC work		During Nine Weeks	
			curriculum guides,	will be observed during		-Chapter Tests	
			instructional strategies and meeting the needs	classroom walk throughs	Leadership Team Level	-Benchmark mini assessments	
		0	of all students through	-EET formal observations			
			differentiation of		-Evidence of PLC work		
			instruction.		will be observed during		
			instruction.	-EET informal observations	classroom walk throughs		
				(Administration and Peer			
			Action Steps:	Mentor)			
			Action steps for this				
			strategy are outlined on				
				First Nine Week Check	First Nine Weels Cheels		
			PLC action plans.		First Nine Week Check		
			i LC action plans.	Emerging	Emerging		
				Second Nine Week Check			
					Second Nine Week Check		
					Second Nille week Check		
				Third Nine Week Check			
				Third Nine Week Check			
					Third Nine Week Check		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier	Strategy		How will the evaluation tool	Structure Evaluation 1001		
to "Guiding Questions", identify				data be used to determine the			
and define areas in need of				effectiveness of strategy?			
improvement for the following							
group:							

2. FCAT 2.0: Students	2.1.	2.1. <u> </u>	2.1.	2.1.	2.1.	
scoring Achievement	<b>F</b> <sup>····</sup>	Strategy:	Who		2-3x Per Year	
Levels 4 or 5 in	Not all teachers		Principal	-After common assessments		
mathematics.	are aware of	strengthen the			District Baseline and Mid-	
mathematics.	how to model	core mathematics	Math Resource Teacher		Year Testing	
	for students on	curriculum and	Classroom Teachers	5	Ũ	
	how to read a	student knowledge,	Peer and Mentor		-MYT tests	
	mathematics	students will	Evaluators	PLC/Department Level	-EOY test	
	word problem	participate in		-		
	and apply	mathematics		-PLC's will review		
	problem	lessons where		assessments on a regular		
	solving		· · · · · · · · · · · · · · · · · · ·		During Nine Weeks	
	strategies.	incorporate the	solving implementation			
		standards of	will be observed		-Chapter Tests	
	Not all		through classroom	Leadership Team Level	-Benchmark mini	
	teachers have		walk through.		assessments	
	knowledge			-Leadership team will		
	and comfort	solving strategies		monitor common monthly		
	level with	on a daily basis.	-Elementary math walk	assessments and utilized		
	the problem	Students will have	through form.	assessment data to drive		
	solving	daily opportunities		instruction.		
	strategies	to apply Standards	observations			
		for Mathematical Practice and	(Administration and			
		problem solving	Peer/Mentor)			
			-EET informal			
		strategies.	observations	First Nine Week Check		
		Action Steps:	(Administration and	Operational		
		Action steps for	Peer Mentor)			
		this strategy are	First Nine Week Check			
		outlined on grade		Second Nine Week Check		
		level/content area	Operational	Second Nine week Check		
		PLC action plans.				
		· ·	Second Nine Week			
			Check	Third Nine Week Check		
			CHOON	Third Time Week Check		
			Third Nine Week			
			Check			

Math will increase from 13% to 18%.	13%	18%			
	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			

 i	÷	Ì		Ì	Î.
2.2.	2.2.		2.2.	2.2.	
	Strategy:	Who		2-3x Per Year	
		Principal	Teacher Level		
	comprehension of	Assistant Principal	-After common	District Baseline and Mid-	
	math word problems	Math Resource Teacher	assessments are given,	Year Testing	
		Classroom Teachers	teachers will analyze data.	-	
math content.	of reading strategies in	Peer and Mentor Evaluators	· · ·	-MYT tests	
	math.			-EOY test	
-Not all teachers		How	PLC/Department Level		
have knowledge of	Action Steps:	-Problem solving leadership			
reading strategies	Action steps for this	team will create a fidelity	-PLC's will review		
and how to apply in	strategy are outlined on	monitoring tool.	assessments on a regular		
mathematics	grade level/content area	-Evidence of problem	basis.		
	PLC action plans.	solving implementation		During Nine Weeks	
		will be observed through		-Chapter Tests	
			Leadership Team Level	-Benchmark mini assessments	
		-PLC logs turned into			
		administration.	-Leadership team will		
		-Elementary math walk	monitor common monthly		
			assessments and utilized		
			assessment data to drive		
			instruction.		
		Mentor)			
		-EET informal observations			
		(Administration and Peer			
		Mentor)			
			First Nine Week Check		
		First Nine Week Check	Operational		
		Operational	× · · · ·		
		- F			
		Second Nine Week Check	Second Nine Week Check		
		Third Nine Week Check			
			Third Nine Week Check		
			Think Think to the Chieven		

			2.3	2.3.	2.3	2.3.	
		-Lack of organized			<u>Teacher Level</u>	2-3x Per Year	
		r		Principal			
			our instructional	Assistant Principal		District Baseline and Mid-	
			efforts we will provide			Year Testing	
			regular opportunities	Classroom Teachers	teachers will analyze data.		
			for teachers to	Peer and Mentor Evaluators		-MYT tests	
			collaborate within		PLC/Department Level	-EOY test	
				How			
		Community		PLC logs will be turned	-PLC logs will be turned		
					into administration and		
				administration will provide			
			student learning,		provide feedback.		
		1 0		-Evidence of PLC work		During Nine Weeks	
				will be observed during	Leadership Team Level	-Chapter Tests	
				classroom walk throughs		-Benchmark mini assessments	
				-EET formal observations	-Evidence of PLC work		
			-	(Administration and Peer/	will be observed during		
			instruction.		classroom walk throughs		
				-EET informal observations	T 1 T 1		
				(Administration and Peer Mentor)	<u>Teacher Level</u>		
			Action Steps:		PLC/Department Level		
			Action steps for this		<u>FLC/Department Lever</u>		
			strategy are outlined on		Leadership Team Level		
				First Nine Week Check	Leadership Team Lever		
			PLC action plans.	Emerging			
					First Nine Week Check		
				Second Nine Week Check	Emerging		
				beeding white week check	Linerging		
				Third Nine Week Check	Second Nine Week Check		
					Third Nine Week Check		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier			How will the evaluation tool			
to "Guiding Questions", identify				data be used to determine the			
and define areas in need of				effectiveness of strategy?			
improvement for the following group:							
group.							

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
students making learning		Strategy:	Who		2-3x Per Year	1
	Not all teachers		Principal	-After common assessments	<u>- SXIOI Iou</u>	1
	are aware of		Assistant Principal		District Baseline and Mid-	1
			Math Resource Teacher		Year Testing	1
	for students on		Classroom Teachers	unuryze uuu.	rour robung	1
	how to read a	student knowledge,			-MYT tests	1
			Evaluators	PLC/Department Level	-EOY test	1
		participate in	E valuators	<u>i De/Department Dever</u>		1
		mathematics		-PLC's will review		1
		lessons where	How	assessments on a regular		1
					During Nine Weeks	1
			solving implementation			1
			will be observed		-Chapter Tests	
			through classroom	Leadership Team Level	-Benchmark mini	
			walk through.	-	assessments	
			-PLC logs turned into	-Leadership team will		
			administration.	monitor common monthly		
	level with	on a daily basis.	-Elementary math walk	assessments and utilized		1
	the problem	Students will have	through form.	assessment data to drive		1
	solving	daily opportunities	-EET formal	instruction.		1
	strategies	to apply Standards	observations			1
		for Mathematical	(Administration and			1
		Practice and	Peer/Mentor)			1
		problem solving	-EET informal			1
		strategies.	observations			1
			(Administration and	First Nine Week Check		1
			Peer Mentor)	Operational		1
		Action steps for		_		1
			First Nine Week Check			1
		outlined on grade	Operational			1
		level/content area		Second Nine Week Check		
		PLC action plans.				
			Second Nine Week			
			<u>Check</u>			
				Third Nine Week Check		
			<u>Third Nine Week</u>			
			<u>Check</u>			
						1

5	58 nts	63 pts			
	evel of	2013 Expected Level of Performance:*			

	÷	†	i	i	Î.
3.2.	3.2.	3.2.	3.2.	3.2.	
		Who		2-3x Per Year	
-Not all teachers		Principal	Teacher Level		
are aware how	comprehension of	Assistant Principal	-After common	District Baseline and Mid-	
to model reading		Math Resource Teacher	assessments are given,	Year Testing	
strategies within		Classroom Teachers	teachers will analyze data.	-	
math content.	of reading strategies in	Peer and Mentor Evaluators		-MYT tests	
	math.			-EOY test	
-Not all teachers		How	PLC/Department Level		
have knowledge of	Action Steps:	-Problem solving leadership			
reading strategies	Action steps for this	team will create a fidelity	-PLC's will review		
and how to apply in	nstrategy are outlined on	monitoring tool.	assessments on a regular		
mathematics	grade level/content area	-Evidence of problem	basis.		
		solving implementation		During Nine Weeks	
		will be observed through		-Chapter Tests	
		classroom walk through.	Leadership Team Level	-Benchmark mini assessments	
		-PLC logs turned into			
		administration.	-Leadership team will		
		-Elementary math walk	monitor common monthly		
		through form.	assessments and utilized		
			assessment data to drive		
		(Administration and Peer/	instruction.		
		Mentor)			
		-EET informal observations			
		(Administration and Peer			
		Mentor)	First Nine Week Check		
			Operational		
		First Nine Week Check	oporational		
		Operational			
		operational			
			Second Nine Week Check		
		Second Nine Week Check	Second Iville week Check		
		Second Ivine week Check			
		Third Nine Week Cheek	Third Nine Week Cheek		
		Third Nine Week Check	Third Nine Week Check		

		i	i	i	•	i
			3.3.	3.3.	3.3	3.3.
		-Lack of organized	Strategy:	Who	Teacher Level	2-3x Per Year
			In order to maximize	Principal		
			our instructional	Assistant Principal	-After common	District Baseline and Mid-
		authentic	efforts we will provide	Leadership	assessments are given,	Year Testing
		opportunities	regular opportunities	Classroom Teachers	teachers will analyze data.	Ũ
		to work within	for teachers to	Peer and Mentor Evaluators		-MYT tests
			collaborate within		PLC/Department Level	-EOY test
			Professional Learning	How		
		Community	Communities to have	PLC logs will be turned	-PLC logs will be turned	
			focused conversations	into administration and	into administration and	
		, arying icreis	and data chats on	administration will provide		
		or mic meage	student learning,	feedback.	provide feedback.	
			common assessments,	-Evidence of PLC work	provide reedback.	During Nine Weeks
		common	curriculum guides,	will be observed during	Leadership Team Level	-Chapter Tests
			<b>.</b> .	classroom walk throughs	<u>Leadership Team Lever</u>	Benchmark mini assessments
				-EET formal observations	-Evidence of PLC work	-Deneminark mini assessments
			of all students through	(Administration and Peer/	will be observed during	
			differentiation of	Mentor)	classroom walk throughs	
			instruction.	-EET informal observations		
			mon detion.		First Nine Week Check	
				(Administration and Peer Mentor)		
			Action Steps:	(vientor)	Emerging	
			Action steps for this			
			strategy are outlined on			
					Second Nine Week Check	
			PLC action plans.	First Nine Week Check		
			PLC action plans.	Emerging		
					Third Nine Week Check	
				Second Nine Week Check		
				Third Nine Week Check		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
achievement data, and reference	Barrier		Who and how will the	How will the evaluation tool		
to "Guiding Questions", identify			fidelity be monitored?	data be used to determine the		
and define areas in need of improvement for the following				effectiveness of strategy?		
group:						
group.						

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
	4.1.				2-3x Per Year	
students in Lowest 25%	Not all teachers			-After common assessments		
making learning gains in					District Baseline and Mid-	
mathematics.			Math Resource Teacher		Year Testing	
	for students on		Classroom Teachers	anaryze data.	rear resting	
	how to read a	student knowledge,			-MYT tests	
					-EOY test	
		participate in	E vuluutois	<u>E Department Dever</u>		
	and apply	mathematics		-PLC's will review		
	problem			assessments on a regular		
	solving				During Nine Weeks	
	strategies.		solving implementation			
	Ĩ	standards of	will be observed		-Chapter Tests	
	Not all		through classroom	Leadership Team Level	-Benchmark mini	
	teachers have		walk through.		assessments	
	knowledge			-Leadership team will		
	and comfort			monitor common monthly		
	level with	on a daily basis.	-Elementary math walk	assessments and utilized		
		Students will have	through form.	assessment data to drive		
	solving	daily opportunities		instruction.		
	strategies		observations			
		for Mathematical Practice and	(Administration and			
			Peer/Mentor)			
		· ~	-EET informal			
		sualegies.	observations (Administration and	First Nine Week Check		
		Action Steps:		Operational		
		Action steps for	reel Mentol)	Operational		
		· ·	First Nine Week Check			
		outlined on grade	Operational			
		level/content area		Second Nine Week Check		
		PLC action plans.		occond rune week eneek		
		<u>^</u>	Second Nine Week			
			Check			
				Third Nine Week Check		
			Third Nine Week			
			Check			

Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 62 to 67points.	Level of	2013 Expected Level of Performance:*			
	62pts	67pts			

1	1	Ì	i	i -	Ì
4.2.	4.2.	4.2.	4.2.	4.2.	
NT 1 11 1		Who		2-3x Per Year	
-Not all teachers		Principal	Teacher Level		
are aware how	comprehension of	Assistant Principal	-After common	District Baseline and Mid-	
to model reading		Math Resource Teacher	assessments are given,	Year Testing	
strategies within		Classroom Teachers	teachers will analyze data.		
math content.	of reading strategies in	Peer and Mentor Evaluators		-MYT tests	
	math.			-EOY test	
-Not all teachers		How	PLC/Department Level		
have knowledge of	Action Steps:	-Problem solving leadership			
reading strategies	Action steps for this	team will create a fidelity	-PLC's will review		
and how to apply in	strategy are outlined on	monitoring tool.	assessments on a regular		
mathematics	grade level/content area	-Evidence of problem	basis.		
		solving implementation	1	During Nine Weeks	
		will be observed through		-Chapter Tests	
		classroom walk through.	Leadership Team Level	-Benchmark mini assessments	
		-PLC logs turned into			
		administration.	-Leadership team will		
		-Elementary math walk	monitor common monthly		
		through form.	assessments and utilized		
			assessment data to drive		
		(Administration and Peer/	instruction.		
		Mentor)			
		-EET informal observations	1		
		(Administration and Peer	1		
		(Administration and Peer Mentor)	1		
			First Nine Week Check		
		First Nine Weels Charle			
		First Nine Week Check	Operational		
		Operational			
			1		
		Second Nine Week Check	Second Nine Week Check		
			1		
			1		
		Third Nine Week Check			
			Third Nine Week Check		

			4.3. Strategy:			4.3.	
				<u>Who</u> Principal	Teacher Level	2-3x Per Year	
		planning time to allow teachers	our instructional	Assistant Principal	-After common	District Baseline and Mid-	
		authentic	efforts we will provide	Assistant Principal	assessments are given,	Year Testing	
		opportunities	regular opportunities	Classroom Teachers	teachers will analyze data.		
			for teachers to	Peer and Mentor Evaluators		-MYT tests	
		their Professional	collaborate within		PLC/Department Level	-EOY test	
			Professional Learning	How			
		Community		PLC logs will be turned	-PLC logs will be turned		
			focused conversations	into administration and	into administration and		
		of knowledge	and data chats on	administration will provide	administration will		
		and comfort with	student learning,	feedback.	provide feedback.		
		implementing		-Evidence of PLC work		During Nine Weeks	
		common	curriculum guides,	will be observed during	Leadership Team Level	-Chapter Tests	
				classroom walk throughs		-Benchmark mini assessments	
		0		-EET formal observations	-Evidence of PLC work		
			of all students through		will be observed during		
			differentiation of	Mentor)	classroom walk throughs		
			instruction.	-EET informal observations			
				(Administration and Peer	First Nine Week Check		
			Action Steps:	Mentor)	Emerging		
			Action steps for this				
			strategy are outlined on		Second Nine Week Check		
				First Nine Week Check	Second Nille week Check		
			PLC action plans.	Emerging			
				Emerging			
				Second Nine Week Check	Third Nine Week Check		
				Third Nine Week Check			
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier			How will the evaluation tool			
to "Guiding Questions", identify and define areas in need of			fidelity be monitored?	data be used to determine the effectiveness of strategy?			
improvement for the following				encenteness of strategy:			
subgroup:							
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and Math Performance Target							
man renormance rarget		1					

5. Ambitious but				
Achievable Annual				
Measurable Objectives				
(AMOs). In six year				
school will reduce their				
achievement gap by 50%.				
Math Goal #5:				
_				

<b>5A. Student subgroups by</b> 5A.1. 5A.1. 5A.1. 5A.1. 5A.1.	
ethnicity (White, Black, Strategy: Teacher Level	
Hispanic, Asian, American Not all teachers-In order to Who -After common assessments 2-3x Per Year	
Indian) not making are aware of strengthen the Principal are given, teachers will	
now to model core mathematics Assistant Efficipation analyze data.	
i of students of currentiant and priati resource reaction for real resting	
now to read a station knowledge, classion reachers	
mathematics students will Peer and Mentor <u>PLC/Department Level</u> -MYT tests	
word problem participate in Evaluators -EOY test	
and apply mathematics -PLC's will review	
problem lessons where assessments on a regular	
solving teachers <u>How</u> basis.	
strategies. incorporate the -Evidence of problem <u>During Nine Weeks</u>	
standards of solving implementation	
Not all mathematical will be observed <u>Leadership Team Level</u> -Chapter Tests	
teachers have practice and the through classroom -Benchmark mini	
knowledge usage of problem walk throughLeadership team will assessments	
and comfort solving strategies -PLC logs turned into monitor common monthly	
level with on a daily basis. administration. assessments and utilized	
the problem Students will have -Elementary math walk assessment data to drive	
solving daily opportunities through form. instruction.	
strategies to apply Standards -EET formal	
for Mathematical observations	
Practice and (Administration and	
problem solving Peer/Mentor) First Nine Week Check	
strategiesEET informal Operational	
observations	
Action Steps: (Administration and	
Action steps for Peer Mentor)	
this strategy are <u>Second Nine Week Check</u>	
outlined on grade First Nine Week Check	
level/content area Operational	
PLC action plans.	
Third Nine Week Check	
Second Nine Week	
Check	
Third Nine Week	
Check	

Mathematics Goal #5A: The percentage of students scoring proficient on the 2013 FCAT Math Assessment will increase within the following subgroups: White – 61%-65% and Black – 37% to 43%.	Level of Performance:*	2013 Expected Level of Performance:*			
	Black: 37% Hispanic: Asian:	White: 65% Black: 43% Hispanic: Asian: American Indian:			

	5A.2.		5A.2.	5A.2.	5A.2.	1
			Who			1
			Principal		<u>2-3x Per Year</u>	
				Teacher Level		
			Math Resource Teacher	-After common	District Baseline and Mid-	
			Classroom Teachers		Year Testing	
	math content.	of reading strategies in	Peer and Mentor Evaluators	teachers will analyze data.	-	
		math.			-MYT tests	
	-Not all teachers		How		-EOY test	
	have knowledge of	Action Steps:	-Problem solving leadership	PLC/Department Level		
	reading strategies	Action steps for this	team will create a fidelity	-		
	and how to apply in	strategy are outlined on	monitoring tool.	-PLC's will review		
	mathematics	grade level/content area	-Evidence of problem	assessments on a regular		
		PLC action plans.	solving implementation	basis.		
			will be observed through		During Nine Weeks	
			classroom walk through.		-Chapter Tests	
			-PLC logs turned into	Leadership Team Level	-Benchmark mini assessments	
			administration.			
			-Elementary math walk	-Leadership team will		
			through form.	monitor common monthly		
			-EET formal observations	assessments and utilized		
			(Administration and Peer/	assessment data to drive		
			Mentor)	instruction.		
			-EET informal observations			
			(Administration and Peer			
			Mentor)			
			First Nine Week Check			
			Operational	First Nine Week Check		
			operational	Operational		
				operational		
			Second Nine Week Check			
			Second rune week encek			
				Second Nine Week Check		1
			Third Nine Week Check	Second Trine Week Check		
			Third Third Week Check			1
						1
				Third Nine Week Check		1
		1	1	initia i tinte ti cen check		1

			5A.3.			5A.3.	
			Strategy:		Teacher Level		
				Principal		2-3x Per Year	
			our instructional	Assistant Principal	-After common		
			efforts we will provide		assessments are given,	District Baseline and Mid-	
			regular opportunities		teachers will analyze data.	Year Testing	
			for teachers to	Peer and Mentor Evaluators			
			collaborate within		PLC/Department Level	-MYT tests	
			Professional Learning	How		-EOY test	
		Learning	Communities to have		-PLC logs will be turned		
		Community	focused conversations		into administration and		
			and data chats on	administration will provide	administration will		
		of knowledge	student learning,		provide feedback.		
			common assessments,	-Evidence of PLC work			
		implementing	curriculum guides,	will be observed during	Leadership Team Level	During Nine Weeks	
		common	instructional strategies	classroom walk throughs	_	-Chapter Tests	
			and meeting the needs	-EET formal observations	-Evidence of PLC work	Benchmark mini assessments	
		using data to	of all students through	(Administration and Peer/	will be observed during		
		inform instruction	differentiation of	Mentor)	classroom walk throughs		
			instruction.	-EET informal observations			
				(Administration and Peer			
				Mentor)	First Nine Week Check		
			Action Steps:	,	Emerging		
			Action steps for this				
			strategy are outlined on				
					Second Nine Week Check		
			PLC action plans.	Emerging			
				- 56			
				Second Nine Week Check			
				Second Time Week Check	Third Nine Week Check		
				Third Nine Week Check			
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier		Who and how will the	How will the evaluation tool			
to "Guiding Questions", identify			fidelity be monitored?	data be used to determine the			
and define areas in need of				effectiveness of strategy?			
improvement for the following							
subgroup:							

5B. Economically	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Disadvantaged students	[	Strategy:		Teacher Level		
not making satisfactory	Not all teachers		Who	-After common assessments	2-3x Per Year	
				are given, teachers will		
progress in mathematics.	how to model				District Baseline and Mid-	
			Math Resource Teacher		Year Testing	
	how to read a	student knowledge,	Classroom Teachers			
					-MYT tests	
			Evaluators		-EOY test	
	and apply	mathematics		-PLC's will review		
	problem	lessons where		assessments on a regular		
	solving			basis.		
	strategies.	incorporate the	-Evidence of problem		During Nine Weeks	
			solving implementation			
	Not all		will be observed	Leadership Team Level	-Chapter Tests	
	teachers have		through classroom	T 1 1	-Benchmark mini	
	knowledge		walk through.		assessments	
	and comfort			monitor common monthly		
	level with			assessments and utilized assessment data to drive		
	the problem solving	daily opportunities		instruction.		
	strategies		-EET formal	instruction.		
	sualegies		observations			
		Practice and	(Administration and			
			Peer/Mentor)			
		strategies.	-EET informal	First Nine Week Check		
			observations	Operational		
		Action Steps:	(Administration and	operational		
			Peer Mentor)			
		this strategy are				
			First Nine Week Check	Second Nine Week Check		
		level/content area	Operational			
		PLC action plans.	•			
		Î Î				
				Third Nine Week Check		
			<u>Check</u>			
			Third Nine Week			
			<u>Check</u>			

 <u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
38%	44%			

		-				
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			Who			
		-Increase student's	Principal		2-3x Per Year	
	are aware how	comprehension of	Assistant Principal	Teacher Level		
	to model reading	math word problems	Math Resource Teacher	-After common	District Baseline and Mid-	
		through the utilization	Classroom Teachers	assessments are given,	Year Testing	
			Peer and Mentor Evaluators			
		math.			-MYT tests	
	Not all teachers		How		-EOY test	
	have knowledge of	Action Steps	-Problem solving leadership			
	reading strategies	Action steps for this	team will create a fidelity			
		strategy are outlined on	monitoring tool	-PLC's will review		
	mathematics	grade level/content area	-Evidence of problem	assessments on a regular		
		PLC action plans.	solving implementation	basis.		
			will be observed through		During Nine Weeks	
			classroom walk through.		-Chapter Tests	
			-PLC logs turned into	Leadership Team Level	-Benchmark mini assessments	
			administration.	<u>Leadership Team Lever</u>	-Deneminark mini assessments	
			-Elementary math walk	-Leadership team will		
			through form.	monitor common monthly		
				assessments and utilized		
				assessment data to drive		
				instruction.		
			-EET informal observations			
			(Administration and Peer			
			Mentor)			
			First Nine Week Check	First Nine Week Check		
			Operational	Operational		
			Second Nine Week Check			
				Second Nine Week Check		
			Third Nine Week Check			
	1			Third Nine Week Check		

· · · · ·	i i	i	Î.	İ	r •	
		5B.3.			5B.3.	
				<u>Teacher Level</u>		
			Principal		<u>2-3x Per Year</u>	
		our instructional	Assistant Principal	-After common		
		efforts we will provide		assessments are given,	District Baseline and Mid-	
	authentic	regular opportunities		teachers will analyze data.	Year Testing	
	opportunities	for teachers to	Peer and Mentor Evaluators			
		collaborate within		PLC/Department Level	-MYT tests	
			How		-EOY test	
	Learning	Communities to have	PLC logs will be turned	-PLC logs will be turned		
	Community	focused conversations		into administration and		
		and data chats on	administration will provide	administration will		
	of knowledge	student learning,		provide feedback.		
	and comfort with	common assessments,	-Evidence of PLC work			
	implementing	curriculum guides,	will be observed during	Leadership Team Level	During Nine Weeks	
	common	instructional strategies	classroom walk throughs	*	-Chapter Tests	
	assessments and	and meeting the needs	-EET formal observations	-Evidence of PLC work	-Benchmark mini assessments	
	using data to	of all students through	(Administration and Peer/	will be observed during		
	inform instruction	differentiation of		classroom walk throughs		
		instruction.	-EET informal observations			
				First Nine Week Check		
		Action Steps:	Mentor)	Emerging		
		Action steps for this		88		
		strategy are outlined on				
		grade level/content area		Second Nine Week Check		
		PLC action plans.	First Nine Week Check			
		i De detion plans.	Emerging			
			Lineiging			
			Second Nine Week Check	Third Nine Week Check		
			Second Nine Week Check	THILD WHILE WEEK CHEEK		
			Third Nine Week Check			
			Third While Week Check			
Based on the analysis of student Ant	ticipated Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	+	
	Barrier Strategy		How will the evaluation tool	Student Evaluation 1001		
to "Guiding Questions", identify		fidelity be monitored?	data be used to determine the			
and define areas in need of			effectiveness of strategy?			
improvement for the following			0,7			
subgroup:						

5C. English Language	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Learners (ELL) not							
making satisfactory							
progress in mathematics.							
Mathematics Goal #5C:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
Enter narrative for the goal in this box.	Performance:*						
00.							
		50.0	50 A	5G A		50 A	
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
		50.5.	50.5.	JC.J.	50.5.		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier			How will the evaluation tool data be used to determine the			
to "Guiding Questions", identify and define areas in need of				effectiveness of strategy?			
improvement for the following							
subgroup:							

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (SWD) not		Strategy:		Teacher Level		
	Not all teachers		Who	-After common assessments	2-3x Per Year	
making satisfactory				are given, teachers will		
progress in mathematics.	how to model	core mathematics	Assistant Principal	analyze data.	District Baseline and Mid-	
	for students on	curriculum and	Math Resource Teacher	-	Year Testing	
	how to read a	student knowledge,	Classroom Teachers			
					-MYT tests	
		participate in	Evaluators		-EOY test	
	and apply	mathematics		-PLC's will review		
	problem	lessons where		assessments on a regular		
	solving			basis.		
			-Evidence of problem		During Nine Weeks	
			solving implementation			
	Not all		will be observed	<u>Leadership Team Level</u>	-Chapter Tests	
	teachers have		through classroom	<b>x</b> 1 1	-Benchmark mini	
	knowledge		walk through.		assessments	
				monitor common monthly		
	level with			assessments and utilized		
				assessment data to drive		
		daily opportunities	EET formal	instruction.		
			observations			
			(Administration and			
			Peer/Mentor)			
		strategies.	-EET informal	First Nine Week Check		
			observations	Operational		
			(Administration and	Operational		
			Peer Mentor)			
		this strategy are	r cer wientor)			
			First Nine Week Check	Second Nine Week Check		
		level/content area	Operational	becond while week cheek		
		PLC action plans.	operational			
		. 20 uotion piulis.				
			Second Nine Week	Third Nine Week Check		
			Check			
			Third Nine Week			
			Check			
			-			

Mathematics Goal #5D: The percentage of SWD making satisfactory progress in mathematics will increase from 11% in 2012 to 20% in 2013.		2013 Expected Level of Performance:*			
	11%	20%			

	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	pD.2.			DD.2.	5D.2.	
	-Not all teachers		<u>Who</u> Principal		2-3x Per Year	
	are aware how	comprehension of	Assistant Principal	Teacher Level	2-3x Fel Teal	
			Math Resource Teacher	-After common	District Baseline and Mid-	
			Classroom Teachers			
	math content.			assessments are given,	Year Testing	
	main content.		Peer and Mentor Evaluators	teachers will analyze data.	NAXT to sta	
	-Not all teachers	math.	ττ.		-MYT tests	
	have knowledge of		How Dealth and in the test		-EOY test	
	have knowledge of reading strategies	Action Steps:	-Problem solving leadership	PLC/Department Level		
		Action steps for this	team will create a fidelity	DI C? 11		
	and now to apply in	strategy are outlined on	monitoring tool.	-PLC's will review		
	mathematics	grade level/content area	-Evidence of problem	assessments on a regular		
		PLC action plans.	solving implementation	basis.		
			will be observed through		During Nine Weeks	
			classroom walk through.		-Chapter Tests	
			-PLC logs turned into	Leadership Team Level	-Benchmark mini assessments	
			administration.			
			-Elementary math walk	-Leadership team will		
			through form.	monitor common monthly		
			-EET formal observations	assessments and utilized		
			(Administration and Peer/	assessment data to drive		
			Mentor)	instruction.		
			-EET informal observations			
			(Administration and Peer	L .		
			Mentor)			
			First Nine Week Check			
			Operational			
			•	First Nine Week Check		
				Operational		
			Second Nine Week Check	_		
			Third Nine Week Check	Second Nine Week Check		
				Third Nine Week Check		

5D.3.	5D.3.	5D.3.		5D.3.	
	Strategy:	Who	Teacher Level		
	In order to maximize	Principal		2-3x Per Year	
planning time to	our instructional	Assistant Principal	-After common		
allow teachers	efforts we will provide	Leadership	assessments are given,	District Baseline and Mid-	
authentic	regular opportunities	Classroom Teachers	teachers will analyze data.	Year Testing	
opportunities	for teachers to	Peer and Mentor Evaluators		-	
to work within	collaborate within		PLC/Department Level	-MYT tests	
their Professional	Professional Learning	How	_	-EOY test	
Learning	Communities to have	PLC logs will be turned	-PLC logs will be turned		
Community	focused conversations	into administration and	into administration and		
-Varying levels	and data chats on	administration will provide	administration will		
of knowledge	student learning,	feedback.	provide feedback.		
and comfort with	common assessments,	-Evidence of PLC work	ſ		
implementing	curriculum guides,	will be observed during	Leadership Team Level	During Nine Weeks	
common	instructional strategies	classroom walk throughs	-	-Chapter Tests	
assessments and	and meeting the needs	-EET formal observations	-Evidence of PLC work	-Benchmark mini assessments	
using data to	of all students through	(Administration and Peer/	will be observed during		
inform instruction	differentiation of	Mentor)	classroom walk throughs		
	instruction.	-EET informal observations			
		(Administration and Peer			
		Mentor)	First Nine Week Check		
	Action Steps:	,	Emerging		
	Action steps for this				
	strategy are outlined on				
		First Nine Week Check	Second Nine Week Check		
	PLC action plans.	Emerging			
	1	5.5	1		
		Second Nine Week Check			
			Third Nine Week Check		
		Third Nine Week Check			

End of Elementary or Middle School Mathematics Goals

#### **Mathematics Professional Development**

		-	 	
Professional				
Development				
(PD) aligned with				
Strategies through				

Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.				Torret Data and Cale data		
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
Book Study – <u>Math</u> Exchange	K-5	Lesely Lynn	K-5 Teachers	October – November 2012	PLC logs will be reviewed for evidence of planning using strategies discussed in book. Math Resource Teacher will plan with all grade levels Administrative walkthroughs	Administration Math Resource Teacher
Book Study – <u>RIGOR</u> is Not a Four Letter <u>Word</u>	Entire Staff	Shelly Curcio	Entire Staff		PLC logs will be reviewed for evidence of planning using strategies discussed in book. Administrative walkthroughs	Administration Math Resource Teacher
Standards in Mathematical Practice Update	K-5	Lesley Lynn	K-5 Teachers		PLC logs will be reviewed for evidence of planning using strategies discussed in book. Administrative walkthroughs	Administration Math Resource Teacher
Ongoing PLC Planning and Collaboration	K-5	Lesley Lynn	K-5 Teachers	August –May( Lynn will plan with every team on a bi-weekly basis)	Same as above	Administration Math Resource Teacher

End of Mathematics Goals

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

Elementary and Middle School Science Goals

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient (Level			Who		2-3x Per Year	
3-5) in science.	-Lack of			Teacher Level		
S-SI III SCICILC.	common	increase	Assistant Principal	-After common assessments	-2x Year	
		students'	Science Resource Teacher	are given, teachers will	-Beginning/End of	
				analyze data.	Year Assessment	
			Peer and Mentor			
			Evaluators			
		students'		PLC/Department Level		
		knowledge and				
			-Evidence of vocabulary	-PLCs will review evaluation		
				data.	-Science Journals	
			monitored through	-PLC facilitator will share	-Mini- Assessments	
		through	classroom walk –throughs.	data with Leadership Team.	-Unit Assessments	
			Word Walls will display			
			focus vocabulary words.	Leadership Team Level		
			PLC Logs will be turned	I I I T 11		
			into administration and	-Leadership Team will		
			reviewed for evidence of	review data for grade level		
			vocabulary instruction	trends.		
			and implementation of curriculum guide.			
			-EET formal observations			
		are outlined	(Administration and Peer/			
			Mentor)			
		-	-EET informal			
			observations			
		plans.		First Nine Week Check		
			Mentor)	Emerging		
				Linerging		
			First Nine Week Check			
				Second Nine Week Check		
			Second Nine Week Check			
				Third Nine Week Check		
			<u>Third Nine Week Check</u>			

Level of Performance:*	2013 Expected Level of Performance:*			
39%	44%			

	<u>h</u> a	k a	k a		
1.2.	1.2.	1.2.	1.2.	1.2.	
Teelen	Strategy:	<u>Who</u>		2-3x Per Year	
-Teachers	Students Serence Skins	Principal	Teacher Level		
at varying	will improve through	Assistant Principal	-After common	-2x Year	
skill level	FF	Science Resource Teacher	assessments are given,	-Beginning/End of Year	
of long-te		Classroom Teachers	teachers will analyze	Assessment	
investigat	6	Peer and Mentor Evaluators	data.		
-Teachers	are long-term investigations.				
at varying					
skill level		How	PLC/Department		
appropriat	Action steps for this	-Evidence of long-term	Level	During Nine Weeks	
skills and	strategy are outlined on	investigations will be		-Science Journals	
strategies	<sup>o</sup> grade level/content area	monitored through classroom	-PLCs will review	-Mini- Assessments	
implemen	PLC action plans.	walk –throughs.	evaluation data.	-Unit Assessments	
within the		-PLC Logs will be turned	-PLC facilitator		
science		into administration and	will share data with		
curriculur		reviewed for evidence of	Leadership Team.		
		long-term investigation.	Ecudership Team.		
		-EET formal observations	Leadership Team		
		(Administration and Peer/	Level		
		Mentor)			
		-EET informal observations	I and ambin Tanan mill		
			-Leadership Team will		
		(Administration and Peer	review data for grade		
		Mentor)	level trends.		
		First Nine Week Check	First Nine Week		
		Emerging	<u>Check</u>		
			Emerging		
	1				
		Second Nine Week Check			
			Second Nine Week		
		Third Nine Week Check	<u>Check</u>		
	1				
			Third Nine Week		
			Check		
		I			

r r		i	L .	i		· · · · · · · · · · · · · · · · · · ·	
		1.3.	1.3.	1.3.	1.3.	1.3.	
			Strategy:	Who		2-3x Per Year	
		-Not all	In order to increase	Principal	Teacher Level		
		teachers know	students' comprehension	Assistant Principal		-2x Year	
		how to identify	we will utilize reading	Science Resource Teacher		-Beginning/End of Year	
		misconcentions	strategies to increase	Classroom Teachers			
					5	Assessment	
		<u>^</u>		Peer and Mentor Evaluators	data.		
			and understanding of				
			science content. Content				
				How	PLC/Department		
		concepts.	explicit instruction using	-Evidence of implementation		During Nine Weeks	
		-Not all	reciprocal teaching via	of integrating reading		-Science Journals	
		teachers are		strategies throughout the	-PLCs will review	-Mini- Assessments	
			usage of Comprehension	science curriculum will be			
		of the			evaluation data.	-Unit Assessments	
			Toolkit resources.		-PLC facilitator		
		strategies of			will share data with		
		inquiry based	Action Steps:	-PLC Logs will be turned	Leadership Team.		
		instruction such	Action steps for this	into administration and	_		
			strategy are outlined on	reviewed for evidence of	Leadership Team		
			grade level/content area	integrating reading strategies			
			PLC action plans.	throughout the science			
		accountable	r LC action plans.	curriculum.	I and analain Tanana aaill		
		talk, higher			-Leadership Team will		
				-EET formal observations	review data for grade		
		order		(Administration and Peer/	level trends.		
		questioning,		Mentor)			
		etc.		-EET informal observations			
				(Administration and Peer	First Nine Week		
				Mentor)	Check		
				(vientor)	Emerging		
					Lineiging		
				First Nine Week Check	~		
				Emerging	Second Nine Week		
					<u>Check</u>		
				Second Nine Week Check			
					Third Nine Week		
					Check		
				Third Nine Week Check	CHOVA		
				Third Tyline Week Check			
Decod on the arclinic of the lot	Antioinstal	Strugt	Fidelity Charle	Stuatomy Data Charle	Student Evaluation		
Based on the analysis of student	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity	Strategy Data Check			
achievement data, and reference to "Guiding Questions", identify	Barrier		be monitored?	data be used to determine the	Tool		
			oe monitoreu?				
and define areas in need of				effectiveness of strategy?			
improvement for the following							
group:							

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement					2-3x Per Year	
Levels 4 or 5 in science.	-Lack of		Principal	-After common assessments		
Levels 4 of 5 m science.	common	increase	Assistant Principal	are given, teachers will	-2x Year	
		students'	Science Resource Teacher		-Beginning/End of	
	to develop/		Classroom Teachers	-	Year Assessment	
			Peer and Mentor			
	mini-lessons		Evaluators	PLC/Department Level		
	and mini-	students'				
	assessments	knowledge and		-PLCs will review evaluation		
	geared toward				During Nine Weeks	
	their student				-Science Journals	
	data			data with Leadership Team.	-Mini- Assessments	
	-Not all	through	classroom walk –throughs.		-Unit Assessments	
	teachers know	explicit science		Leadership Team Level		
	how to utilize		focus vocabulary words.	r 1 1 m 11		
	the science word wall			-Leadership Team will		
	word wall		into administration and	review data for grade level		
				trends.		
			vocabulary instruction			
			and implementation of curriculum guide.			
			-EET formal observations			
		are outlined	(Administration and Peer/	First Nine Week Check		
				Emerging		
		-	-EET informal	Linerging		
		DT G	observations			
		plans.	(Administration and Peer			
		r		Second Nine Week Check		
				Second Hune Wook Check		
			First Nine Week Check			
				Third Nine Week Check		
			- 00			
			Second Nine Week Check			
			<u>Third Nine Week Check</u>			

Science Goal #2: In grade 5, the percentage of students scoring at a Level 4 and Level 5 on the 2013 FCAT Science will increase from 11% to 14%.	Level of Performance:*	2013Expected Level of Performance:*			
	11%	14%			

	<b>b</b> a				
2.2.	2.2.	2.2.	2.2.	2.2.	
Taasharran	Strategy:	Who		2-3x Per Year	
-Teachers ar	Statemes Serence Shines	Principal	Teacher Level		
at varying	will improve through	Assistant Principal	-After common	-2x Year	
skill levels	opportunities to participate	Science Resource Teacher	assessments are given,	-Beginning/End of Year	
of long-term	in Hands on Instruction	Classroom Teachers	teachers will analyze	Assessment	
investigation		Peer and Mentor Evaluators	data.		
-Teachers ar	long-term investigations.				
at varying					
skill levels o	Action Steps:	How	PLC/Department		
appropriate	Action steps for this	-Evidence of long-term	Level	During Nine Weeks	
skills and	strategy are outlined on	investigations will be		-Science Journals	
strategies to	grade level/content area	monitored through classroom	-PLCs will review	-Mini- Assessments	
implement	PLC action plans.	walk –throughs.	evaluation data.	-Unit Assessments	
within the		-PLC Logs will be turned	-PLC facilitator		
science		into administration and	will share data with		
curriculum.		reviewed for evidence of	Leadership Team.		
		long-term investigation.	Leadership Team.		
		-EET formal observations	Leadership Team		
		(Administration and Peer/	Level		
		Mentor)			
		-EET informal observations	-Leadership Team will		
		(Administration and Peer			
			review data for grade		
		Mentor)	level trends.		
		First Nine Week Check			
		Emerging	First Nine Week		
			Check		
			Emerging		
		Second Nine Week Check			
		Third Nine Week Check	Second Nine Week		
			Check		
			Third Nine Week		
			Check		
			CHECK		

h a	h a	<b>b</b> a		
2.3	2.3	2.3.	2.3.	2.3.
NT. 4 . 11	Strategy:	Who		
-Not all	In order to increase	Principal		2-3x Per Year
teachers know		Assistant Principal	-After common	
how to identi	y we will utilize reading	Science Resource Teacher	assessments are given,	
misconceptio	18 strategies to increase	Classroom Teachers	teachers will analyze	-Beginning/End of Year
and depth	students' knowledge	Peer and Mentor Evaluators	data.	Assessment
of student	and understanding of			
knowledge	science content. Content			
of science	will be taught through		PLC/Department	
concepts.	explicit instruction using	-Evidence of implementation	Level	
-Not all	reciprocal teaching via	of integrating reading		During Nine Weeks
teachers are	teachers think alouds and	strategies throughout the	-PLCs will review	-Science Journals
knowledgeab	e usage of Comprehension	science curriculum will be	evaluation data.	-Mini- Assessments
of the	Toolkit resources.	monitored during classroom	-PLC facilitator	-Unit Assessments
strategies of		walk –throughs.	will share data with	
inquiry based	Action Steps:	-PLC Logs will be turned	Leadership Team.	
instruction su	<sup>ch</sup> Action steps for this	into administration and	<sup>^</sup>	
as engaging	strategy are outlined on	reviewed for evidence of	Leadership Team	
students,	grade level/content area	integrating reading strategies	Level	
explore time,	PLC action plans.	throughout the science		
accountable	1	curriculum.	-Leadership Team will	
talk, higher		-EET formal observations	review data for grade	
order		(Administration and Peer/	level trends.	
questioning,	tc	Mentor)		
		-EET informal observations	First Nine Week	
		(Administration and Peer	Check	
		Mentor)	Emerging	
		First Nine Week Check		
		Emerging	Second Nine Week	
			Check	
			CHOCK	
		Second Nine Week Check		
		Second rune week enter		
			Third Nine Week	
		Third Nine Week Check	Check	
			<u>Chitter</u>	
		I	1	1

## Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ongoing PLCs	K-5	Grade level PLC Facilitator	All teachers K-5	Monthly	Classroom walkthroughs and PLC Logs	Curcio
Long Term Investigations	K-5	Rick Robinson. Science Resource	All Teachers K-5	September	Classroom Walkthroughs and Grade Level Planning	Curcio, Robinson

End of Science Goals

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

# Writing/Language Arts Goals

1. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.	
at Achievement		Strategy:	Who		2-3x Per Year	
Level 3.0 or higher	<b>T</b> 1	In order to	Principal	Teacher Level	-Demand Writes	
in writing.	-Teachers are		Assistant Principal		Check Points	
in writing.	uncomfortable		Writing Resource Teacher	-Monthly demand		
	with identifying specific crafts in	curriculum and	Classroom Teachers	writes, daily writes, and		
	literature.	increase students	Peer and Mentor Evaluators	conferencing notes are		
	-Teachers are	writing skills		reviewed to determine the		
	uncomfortable	we will focus on students' usage		needs of students.	During Nine Weeks	
	with utilizing	0.1.1			-Student monthly	
	think alouds and			PLC/Department Level	demand writes	
	modeling.	ě	-PLC logs turned into		-student daily drafts	
	line de ling.		administration	-PLC's will chart student data to note number	- conferencing notes	
		^ .		of students at specific		
		· · · ·		benchmark levels following		
				monthly writing prompts.		
		<u>^</u>	Mentor)	monting writing prompts.		
		workshop.	-EET informal observations	Leadershin Team Level		
			(Administration and Peer	<u>Peddelsing ream Dever</u>		
		Action Steps:	Mentor)	-PLC facilitator will share		
		Action steps for	/	data with Leadership Team.		
		this strategy are		Leadership Team will review		
		outlined on grade		data for grade level trends.		
		level/content area	First Nine Week Check			
		PLC action plans.	Emerging			
			Second Nine Week Check			
			Third Nine Week Check	First Mine West Obert		
				First Nine Week Check		
				Emerging		
				Second Nine Week Check		
				occond rune week eneek		
				<u>Third Nine Week Check</u>		

Writing/LA Goal #1: In grade 4, the percentage of students scoring at a <b>Level 3.0 or higher</b> on the 2013 FCAT Writing will increase from 80% to 85%.	of Performance:*	Level of Performance:*			
	80%	85%			

 		1	i		Í.
2.2.	2.2.	2.2.	1.2.	1.2.	
	Strategy:	Who	Teacher Level	2-3x Per Year	1
 -Teachers	-In order to strengthen the	Principal		-Demand Writes Check Points	
 struggle w	vith timecore writing curriculum and	Assistant Principal	-Monthly demand		
 to complet	te the increase students' writing	Writing Resource Teacher	writes, daily writes,		
 recursive	writing skills we will teach writing	Classroom Teachers	and conferencing		
	vo times as a recursive process:	Peer and Mentor Evaluators	notes are reviewed to		
 per nine w			determine the needs of	During Nine Weeks	
 -Teachers		ξ.	students.	-Student monthly demand	
 struggle w		How		writes	
 coaching s	students minimum of one time per		PLC/Department	-student daily drafts	
 on how to		administration	Level	- conferencing notes	
complete a		-Classroom walkthroughs		2	
 piece through	ugh the Action Steps:	observing the strategy	-PLC's will chart		
writing pro	ocess. Action steps for this	-EET formal observations	student data to note		1
	strategy are outlined on	(Administration and Peer/	number of students at		1
	grade level/content area	Mentor)	specific benchmark		
	PLC action plans.		levels following		1
	I	(Administration and Peer	monthly writing		
		Mentor)	prompts.		
		(vientor)	prompts.		
			Leadership Team		
			Level		
		First Nine West-Chest-	Level		
		First Nine Week Check	-PLC facilitator		
		Operational			
		Constant Nine World Chard	will share data with		
		Second Nine Week Check	Leadership Team.		
			Leadership Team will		
			review data for grade		
		Third Nine Week Check	level trends.		1
					1
					1
					1
			First Nine Week		1
			<u>Check</u>		1
			Operational		
					1
					1
			Second Nine Week		1
			Check		

		Third Nine Week	
		Check_	

	2.3.	2.3.	2.3.	2.3.	2.3.	
			2.3. Who	2.3.	2.3.	
				TT 1 TT 1		
			Principal		2-3x Per Year	
	0		Assistant Principal		-Demand Writes Check Points	
				demand writes are		
		~ ~		given, teachers will		
			Peer and Mentor Evaluators	analyze data.		
		Professional Learning				
		Communities to have	How		During Nine Weeks	
		focused conversations	PLC logs will be turned	PLC/Department	-Student monthly demand	
	Community		into administration and		writes	
	-Varying levels		administration will provide		-student daily drafts	
				PLC logs will	- conferencing notes	
		-		be turned into		
				administration and		
		0		administration will		
				provide feedback.		
		instruction.	(Administration and Peer/	provide recubler.		
	inform instruction		Mentor)	Leadership Team		
			-EET informal observations	Level		
		Action Steps:	(Administration and Peer	Level		
				-Evidence of PLC		
		strategy are outlined on	Mentor)			
				work will be observed		
		grade level/content area		during classroom walk		
		PLC action plans.		throughs		
			First Nine Week Check			
			Emerging			
			Second Nine Week Check			
				First Nine Week		
			Third Nine Week Check	Check		
				Emerging		
				Second Nine Week		
				Check		
						1
						1
				Third Nine Week		1
				Check		
						4

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	K-5	Curcio		January		
Conferencing			All K-5 Teachers		Walkthroughs	Curcio
Ongoing PLCs	K_5	Grade Level PLC Facilitators	All K-5 Teachers	Monthly	Walkthroughs and PLC Logs	Curcio

End of Writing Goals

## Attendance Goal(s)

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

1 Attendance	1.1.	1.1.	1.1.	1.1.	1.1	
1. Attendance	There is not	Beginning at the	Social Worker		Instructional Planning	
	a system to	5th unexcused	Guidance Counselor	attendance data and maintain	Tool Attendance/	
	reinforce parents		PSLT		Tardy data will	
	and students	and social work	1321	children	be reviewed	
	for facilitating	collaborate to			at Attendance	
	improvement in	assure that a letter			Committee Meetings	
	attendance.	is sent home to			Commutee Meetings	
	attendance.					
		parents outlining				
		the state statue				
		that requires				
		parents to send				
		students to school.				
		If a student's				
		attendance				
		improves (no				
		absences in a 20				
		day period) positive				
		contact will be				
		made with the				
		parent regarding				
		the increase in their				
		child's attendance.				
		The School				
		Social Worker				
		will meet with				
		targets students to				
		develop individual				
		attendance				
		improvement				
		plans. Incentives				
		are provided				
		to individual				
		students who show				
		improvement and				
		meet goals.				

The attendance rate will increase from 94.64% in 2011- 2012 to 95% in 2012-1013. The number of students who have 10 or more unexcused absences throughout the school year will decrease from 71 in 2011-2012 to 65 in 2012-2013. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 189 in 2011-2012to 170in 2012-2013.	Attendance Rate:*	2013 Expected Attendance Rate:*			
		95			
	with Excessive Absences	2013 Expected_ Number of Students_ with Excessive_ Absences_ (10 or more)			
	71	65			

Number of Students with Excessive Tardies	2013 Expected Number of Students with Excessive Tardies (10 or more)					
189	170					
	with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance	is generated. The social worker and other relevant	1.2. Social Worker Guidance Counselor Other PSLT members as needed		1.2. Instructional Planning Tool Attendance/Tardy data will be reviewed at Attendance Committee Meetings	
	Communication with parents on the importance of being in school and assisting parents with knowledge of		1.3. Classroom teachers School Social Workers	1.3. Classroom teacher communication logs	1.3. Instructional Planning Tool Attendance/Tardy data 3.	

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

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

#### End of 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:			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. Suspension	common school- wide expectations and rules for appropriate classroom behavior.	1.1 Positive Behavior Support (PBS) will be implemented to address school- wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. PBS Team will review data on Office Discipline Referrals and out of school suspensions monthly.	1.1. UNTIE School Based Data Management System	
		2013 Expected Number of In- School Suspensions			
	31	15			
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School			

22	15					
<u>Out-of-School</u> Suspensions	2013 Expected Number of Out-of-School Suspensions					
23	20					
Suspended	2013 Expected Number of Students Suspended Out- of-School					
17	15					
	to connect and establish mentoring relationships with adults at school.	Connect" program will be implemented to support targeted students.	Social Worker PBS Team	1.2. PBS Team will create a student data and goal setting sheet. PBS Team will review discipline data monthly. The Team will review data and report progress to PSLT monthly.	1.2 Biweekly Referral Data and Suspension Data	
	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 meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support Training	Entire Staff	Melanie Traina, Shelly Curcio	Entire Staff	August 2012	Monitor behavior Data Administrative Walkthroughs	Behavior Specialist Administration
Ongoing PLC Behavior Management Discussions	Entire Staff	Melanie Traina, Shelly Curcio, Sheryl Marceaux	Entire Staff	Anonet 2012 May 2013		Behavior Specialist Administration

### End of Suspension Goals

### Dropout Prevention Goal(s)

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

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

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

10 210 2000	1.1.	1.1.	1.1.	1.1.	1.1.		
Prevention							
Dropout Prevention							
Goal #1:							
*Please refer to the							
percentage of students							
who dropped out							
during the 2011-2012							
school year.							
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
Enter narrative for the goal	Diopout Rate.						
in this box.							
	2012 Current	2013 Expected Graduation Rate:*					
	Graduation Rate:*	Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development** 

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

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

#### End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Parent Involvement Parent Involvement Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.	
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
	Problem- solving Process to Parent Involveme nt						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Parent Involvement Goal #2:	2.1.		2.1.	2.1.	2.1.		
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
				2.1. 2.1.		2.1. 2.1.	

### Parent Involvement Professional Development

Professional			
Development			

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

#### End of Parent Involvement Goal(s)

## Health and Fitness Goal(s)

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

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

1. Health and Fitness Goal	Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	2. H.E.A.R.T. team notes/ agendas	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.		
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 65% on the Pretest to 72% on the Posttest.	Level :*	2013 Expected Level :*				
	65%	<b>72%</b>			<b>3</b> . PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	

1.3.	1.3.	1.3.	1.3.	1.3.	

#### Health and Fitness Goals Professional Development

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

## Continuous Improvement Goal(s)

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

¥				
	Problem-			
Proo Inc	Solving			
	Process to			
	Increase			
Additional Goal(s)	Student			
	Achieveme			
	nt			

Based on the analysis of school data, identify and define	Anticipated Barrier		Fidelity Check Who and how will the fidelity		Student Evaluation Tool		
areas in need of improvement:			be monitored?	data be used to determine the effectiveness of strategy?			
1. Continuous	1.1.	1.1.	1.1.	1.1.	1.1.		
Improvement Goal	-Low			i i uni uni uni uni uni uni uni uni uni	2013 SCIP	1	
-		related to		will review data from FLN		1	
				feedback sheets		1	
			Classroom Teachers			1	
	mily Learning Nights, PTA,	included in the	SAC Chairs			1	
		newsletter on a	How			1	
	communication		Review of Monthly			1	
	with parents	eguini cusis.	newsletter			1	
	related	-School	FLN Agendas			1	
	to school	Improvement	Observations			1	
	improvement	strategies will	FLN Sign in and feedback			1	
			sheets			1	
		at Family				1	
		Learning				1	
	for teachers to witness	Nights.				1	
		-School				1	
	administration					1	
	communication	information				1	
		will be				1	
		posted on the				1	
		marquee.				1	
	communicate					1	
	School	-Strategies				1	
		from the Parent				1	
	information in					1	
		Title I training will be				1	
		implemented.				1	
		implementeu.				1	
						1	
						1	
						1	
						1	
						1	
						1	
						1	

Continuous Improvement Goal #1: The percentage of staff who strongly agree and somewhat agree with "My principal works with parents to achieve school improvement goals" will increase from 52.2% in 2012 to 65% in 2013.	2012 Current	2013 Expected Level :*					
	52.2	65					
		1.2.		1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

## **Continuous Improvement Goals Professional Development**

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

End of Additional Goal(s)

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

## NEW Reading Florida Alternate Assessment Goals

	A.1.	A.1.	A.1.	A.1.	A.1.		
Alternate							
Assessment:							
Students scoring proficient in							
reading (Levels 4-							
9).							
Reading Goal A:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
Enter narrative for the goal in this box.	r errormanee.	renormance.					
8							
N/A							
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

<b>B. Florida</b>	B.1.	B.1.	B.1.	B.1.	B.1.		
Alternate							
Assessment:							
Percentage of							
students making							
Learning Gains in							
reading.							
Reading Goal B:	2012 Current	2013 Expected					
	Level of Parformance:*	Level of Performance:*					
Enter narrative for the goal in this box.	<u>renomance. ·</u>	renomance.					
gour in this box.							
N/A							
		B.2.	D 1	D 1	B.2.	В.2.	
		D.∠.	B.2.	B.2.	D.2.	D. <i>2</i> .	
		В.3.	В.3.	В.3.	В.3.	В.3.	

## NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving			
	<b>Process to Increase</b>			
	Language Acquisition			

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.		<ol> <li>1.1.</li> <li>See Reading Goals for strategies and other needed information. Specific Action Steps are listed on school based PLC action plans.</li> </ol>	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 34% to39	2012 Current Percent of Students Proficient in Listening/Speaking:					
	34					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

proficient in Reading.		2.1. See Reading Goals for strategies and other needed information. Specific Action Steps are listed on school based PLC action plans.	2.1.	2.1.	2.1.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 26% to 30%.	2012 Current Percent of Students. Proficient in Reading :					
	26					
		2.2.				2.2.
		2.3				2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

E. Students scoring 2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in Writing.					
	See Reading Goals for				
	strategies and other needed information. Specific Action				
	Steps are listed on school				
	based PLC action plans.				
	See Writing Goals for				
	strategies and other needed				
	information. Specific Action Steps are listed on school				
	based PLC action plans.				
CELLA Goal #E: 2012 Current Percent of Students					
Proficient in Writing :					
The percentage of students					
scoring proficient on the 2013 Writing section of the CELLA					
will increase from 20% to 25%.					
20					
20					
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3

# NEW Math Florida Alternate Assessment Goals

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

F. Florida	F.1.	F.1.	F.1.	F.1.	F.1.		
Alternate							
Assessment:							
Students scoring							
at in mathematics							
(Levels 4-9).							
()							
Mathematics Goal F:	2012 Current	2013 Expected Level of					
	<u>Performance:*</u>	Performance:*					
Enter narrative for the goal in this box.		<u>i crivinance.</u>					
gour in this box.							
N/A							
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida	G.1.	G.1.	G.1.	G.1.	G.1.		
Alternate							
Assessment:							
Percentage of							
students making							
Learning Gains in							
mathematics.							

G:	Level of	2013 Expected Level of Performance:*					
N/A							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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

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

H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Geometry Goal H:</u> Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student	Anticipated	1.2. 1.3. Strategy	1.2. 1.3. Fidelity Check	1.2.         1.3.         Strategy Data Check	1.2. 1.3. Student Evaluation Tool	1.2.	
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier	<i></i>	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

I. Students scoring in the	2.1.	2.1.	2.1.	2.1.	2.1.		
upper third on Geometry.							
Geometry Goal I:	2012 Current	2013 Expected Level					
Enter narrative for the goal in this	Level of Parformanco:*	of Performance:*					
Enter narrative for the goal in this box.	renonnance.						
N/A							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
End of Coord stars EOC							

End of Geometry EOC Goals

## **NEW Science Florida Alternate Assessment Goal**

Elementary, Middle <mark>and High</mark> Science Goals	Problem- Solving Process to Increase Student			
	Achieveme			

	nt						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J. 1.	J.1.	J.1.		
	Level of	2013 Expected Level of Performance:*					
		Enter numerical data for expected level of performance in this box.					
		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, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

<b>Biology EOC Goals</b>	Problem- Solving Process to Increase Student Achieveme nt						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u> </u>	Level of	2013 Expected Level of Performance:*					
N/A							
		1.2. 1.3.	1.2. 1.3.	1.2. 1.3.	1.2. 1.3.	1.2. 1.3.	

Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation		
achievement data, and reference	Barrier		Who and how will the fidelity	How will the evaluation tool	Tool		
to "Guiding Questions", identify				data be used to determine the			
and define areas in need of				effectiveness of strategy?			
improvement for the following							
group:	5.1	h 1	h 1	b.1	5.1		
·······························	2.1.	2.1.	2.1.	2.1.	2.1.		
upper third in Biology.							
Biology Goal L:	2012 Current	2013 Expected					
Blology Goal L.		Level of					
Enter narrative for the goal in this		Performance:*					
box.							
N/A							
		h 2		2.2			
		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

Writing Goals	Problem- Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier			data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
Writing Goal M: Enter narrative for the goal in this box. <b>N/A</b>	of Performance:*	2013 Expected Level of Performance:*					
						M.2. M.3.	

STEM Goal(s) Based on the analysis of school data, identify and define	Problem-Solving Process to Increase Student Achievement Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
areas in need of improvement: STEM Goal #1:	1.1.		fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy? 1.1.	1.1.
Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	time for math, science, ELA and other STEM teachers to collaborate on a regular basis	STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc	PLC or grade level facilitators	Teacher and district personnel walk-throughs will be analyzed to assess success with implementing curriculum	data with teachers. Science and Math Resource Teachers will use data to drive coaching and PD.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

## **STEM Professional Development**

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

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

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)				
CTE Goal(s)	Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:	Active Venice III	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 2 in 2011- 2012 to 8 in 2012-2013.	1.1. Students lack of exposure to various careers Limited resources within community	3. Use career workbooks, videos, and activities.		1.1. Analyze data and reflect on ways to improve	1.1.Log of Activities
	1.2.	4.	1.2.	1.2.	1.2.
	1.3.	5. Implement assemblies with students regarding CTE career choices. Use this information to plan and carry out CTE career activities.	Guidance - review assemblies and lesson	1.3. Analyze data and reflect on ways to improve	1.3. Log of Activities
		6. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	Administration Guidance – speaker log, review surveys from students and teacher	Analyze data and reflect on ways to improve	Log of Activities
		7 Administer career surveys to the students to see interest areas of focus.	Administration Guidance will review surveys	Analyze data and reflect on ways to improve	Log of Activities Analysis of surveys

# **CTE Professional Development**

Professional				
Development				
(PD) aligned with				
Strategies through				
Hillsborough 2012			-	

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

End of 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.)

		h		<i>.</i>
School				
Differentiated				
Accountability				
Status				
Priority	Foc	us	Prev	ent
<u> </u>				• •

• 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

Reading Goal –	Reading Incentives to support "Wild About Reading" incentive program and other reading incentive programs.	\$400.00	
Strategy #1 - In order to increase students' automaticity and comprehension we will increase students' fluency rates.	Additional reading intervention materials to support differentiation of instruction.		
Strategy # 2 - In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model	Clarifying details: Vendors may include: Oriental Trading, Target, Publix, Wal-Mart, Office Depot, Sam's Club		
Attendance Goal 1.1	Incentives will be purchased (including food) to recognize classes, students and parents related to attendance and tardies.	\$500.00	
	Clarifying details: Vendors may include: Oriental Trading, Target, Publix, Wal-Mart, Office Depot		
Writing Goal 2.1 and 2.2	Incentives will be purchased to recognize students that are elaborating and using craft within writing. Incentives will support Writing Café and other school-wide writing incentives.	\$100.00	
	Clarifying details: Vendors may include: Oriental Trading, Target, Publix, Wal-Mart, Office Depot		
Science Goal - all strategies	Incentives will be purchased for students participating in Science Olympics, Science Fair and other school-wide science activities.	\$100.00	
	Clarifying details: Vendors may include: Oriental Trading, Target, Publix, Wal-Mart, Office Depot		
Final Amount Spent	1100.00		