Florida Department of Education



MacFarlane Park IB World School

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

| School Name: | District Name: |
|---------------------------------|--------------------------------|
| | |
| MacFarlane Park IB World School | Hillsborough |
| Principal: | Superintendent: |
| | |
| Dr. M. Denyse Riveiro | MaryEllen Elia |
| SAC Chair: | Date of School Board Approval: |
| | |
| Arianne Djhandari | |

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

| Position | Name | Degree(s)/ | Number of Years at | Number of Years as an Administrator | | rior School Grades, FCAT/Statewide earning Gains, Lowest 25%), and AMO |
|-----------|-----------------------|---|-----------------------|-------------------------------------|---------------------------------------|---|
| | | Certification(s) | Current School | w | progress along with the associated so | |
| Principal | Dr. M. Denyse Riveiro | Ed.D | 7 | 13 | 11/12: A | 10/1 : A 100% AYP |
| | | BS K-12 | | | 09/10: A 100% AYP | 08/09: A 100% AYP |
| | | | | | 07/08: A 97% AYP | 06/07: A 100% AYP |
| Assistant | Dr. Mary L. Lauria | MS, Elem. Ed.; Ed.D; Elem | 2 | 7 | 11/12: A | 10/11: B 85% AYP |
| Principal | | Ed (1-6); Gifted; ESOL; Ed Leadership (K-12) | | | 09/10: F 74% AYP | 08/09: C 95% AYP |
| | | | | | 07/08: D 69% AYP | 06/07: F 74% 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/ |
|---------|--------------------|----------------------|----------------|---------------------|--|
| | | | Years at | an | Statewide Assessment Achievement Levels, Learning Gains, |
| Area | | Certification(s) | Current School | | Lowest 25%), and AMO progress along with the associated |
| | | | | Instructional Coach | school year) |
| Reading | Ann-Marie Gonzalez | B.S. in Elementary | First year | 7 | 10/11 A 95% AYP |
| | | Education; M. in Ed. | | | |
| | | Leadership; Early | | | 09/10: A 95% AYP |
| | | Childhood Pre-K-3; | | | |
| | | Gifted; ESOL; | | | 08/09: A 92% AYP |
| | | | | | 07/08: B 85% AYP |
| | | | | | |

Highly Qualified Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable |
|--|--------------------|---------------------------|------------------------------|
| | | | |
| | | | (If not, please explain why) |
| 1. Teacher Interview Day | District Staff | June | |
| 2. District Mentor Program | District Mentors | Ongoing | |
| 3. District Peer Program | District Peers | Ongoing | |
| 4. School-based Teacher Recognition System | Principal | On-going | |
| 5. Opportunities for Teacher Leadership | Principal | On-going | |
| 6. Regular Time for Teacher Collaboration | Principal | On-going | |

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.

| rovide the number of instructional start and paraprofessions | as that are teaching out of field (not ESOE certified) and not fightly quantica. |
|--|---|
| 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. | |
| 2 teachers are out-of-field | Administrators meet with the teachers four times per year to discuss progress on completed classes needed |
| | for ESOL certification. |
| | |
| | |
| | |
| | |
| | |

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)).

| То | % | % | % | % | % | % | % | % | % |
|-----|-----|-------|-------|-------|-----|------|-----|------|------|
| tal | of | of | of | of | of | Hi | Re | Na | |
| Nu | Fir | Te | Te | Te | Те | gh | ad | tio | ES |
| m | st- | ach | ach | ach | ach | ly | ing | nal | OL |
| ber | Ye | ers | ers | ers | ers | Qu | En | Во | End |
| of | ar | with | with | with | wi | alif | dor | ard | orse |
| In | Te | 1-5 | 6- | 15+ | th | ied | sed | Ce | d |
| str | ach | Yea | 14 | Yea | Ad | Te | Te | rtif | u . |
| uc | ers | rs of | Yea | rs of | van | ac | ach | ied | Tea |
| tio | | Exp | rs of | Exp | ced | her | ers | Те | cher |
| nal | | erie | Exp | erie | De | S | | ac | S |
| Sta | | nce | erie | nce | gre | | | her | 3 |
| ff | | | nce | | es | | | S | |

| 3 | 3 | 32 | 45 | 19 | 35 | 1 | 6 | 1 | 35 |
|---|----|----|----|---------|----|----|----|----|----|
| 1 | % | % | % | 19 % | % | 0 | % | 6 | % |
| | | | | | | 0 | | % | |
| | (1 | (1 | (1 | (6) | (1 | % | (2 | | (1 |
| |) | 0) | 4) | | 1) | |) | (5 | 1) |
| | | | | | | (3 | |) | |
| | | | | | | 1) | | | |

Teacher Mentoring Program

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

| Mentor | Mentee | Rationale for | Planned |
|----------|---------|-----------------|---------------|
| Name | Assigne | Pairing | Mentoring |
| | d | | Activities |
| Leah | Ashley | The district- | Weekly visits |
| Maitland | Reali – | based mentor | to include |
| | Second | is with the | modeling, |
| District | Year | EET initiative. | co-teaching, |
| EET | Teacher | The mentor | analyzing |
| Mentor | | has strengths | student |
| | | in the areas | work/data, |
| | | of leadership, | developing |
| | | mentoring, | assessments, |
| | | and increasing | conferencing |
| | | student | and problem |
| | | achievement. | solving. |

| Jill | The district- | Weekly visits |
|---------|-----------------|---------------|
| Schoe | based mentor | to include |
| nbach | is with the | modeling, |
| – First | EET initiative. | co-teaching, |
| Year | The mentor | analyzing |
| Teacher | has strengths | student |
| | in the areas | work/data, |
| | of leadership, | developing |
| | mentoring, | assessments, |
| | and increasing | conferencing |
| | student | and problem |
| | achievement. | solving. |

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.

| Γitle I, Part A | |
|--------------------------|--|
| Title I, Part C- Migrant | |
| | |
| Fitle I, Part D | |
| Fitle II | |
| Fitle III | |

| Title X- Homeless |
|---|
| |
| Supplemental Academic Instruction (SAI) |
| |
| |
| Violence Prevention Programs |
| |
| |
| Nutrition Programs |
| |
| II. ' D |
| Housing Programs |
| |
| H. J.Ch. at |
| Head Start |
| |
| Adult Education |
| Adult Education |
| Career and Technical Education |
| |
| Job Training |
| Other |
| |

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

| School-Based MTSS/RtI Team |
|----------------------------|

Identify the school-based MTSS Leadership Team.

The MTSS Leadership Team includes: principal, assistant principal (also ELP coordinator and ELL representative), guidance counselor, school psychologist, social worker (attendance committee representative), reading coach, ESE teacher, representatives from each grade-level PLC, and the SAC Chair. Not all members attend every meeting, but they are invited based on the goals and purpose of the meeting.

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

The purpose of the core Leadership Team is to (1) review school-wide assessment data on an ongoing basis to identify instructional needs at all grade levels; (2) support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels; (3) review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; and (4) communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership Team meets bi-weekly. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental, and Tier 3/Intensive)
- Create, manage, and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels
- Determine scheduling needs and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of the Extended Learning Program during school; this program provides intervention support to students identified through data sorts/chats conducted by the PLCs
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading-period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction (data will be collected and analyzed by PLCs and report to the MTSS Leadership Team
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapter tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the MTSS Leadership Team)
 - o Use of Common Core Assessments by teachers teaching the same grade/subject area (data will be collected and analyzed by PLCs and reported to the MTSS

Leadership Team)

- o Implementation of research-based scientifically validated instructional strategies and/or interventions (as outline in the SIP)
- o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementation, and evaluation of the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the Core Continuous Improvement Model (C-CIM) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

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

MTSS Implementation

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

Core Curriculum (Tier 1)

| Data Source | Data Management System | Person(s) Responsible |
|--|---|---|
| FCAT released tests | School-generated Excel database | AP |
| Baseline, midyear district assessments (Scantron Achievement Series) | School-generated Excel database | MTSS Leadership Team, Individual teachers |
| Reading, Math, Writing, Science Formative assessments | School-generated Excel database | MTSS Leadership Team, Individual teachers |
| FAIR, KRT | School-generated Excel database | Reading Coach, AP |
| CELLA | School-generated Excel database | AP, Individual teachers |
| Common core curriculum assessments on units of instruction | School-generated Excel database EdLine, PLC database | MTSS Leadership Team, Individual teachers |
| DRA-2 | School-generated Excel database | AP, Individual teachers, Reading Coach |
| | | |

Supplemental/Intensive Instruction (Tiers 2 and 3)

| Data Source | Data Management System | Person(s) Responsible |
|---------------------------|---------------------------------|---------------------------------------|
| Extended Learning Program | School-generated Excel database | MTSS Leadership Team, ELP Facilitator |

| Differentiated mini assessments based on core curriculum assessments | Individual teacher data base | Individual teachers, PLC |
|--|---------------------------------|-------------------------------------|
| FAIR OPM | School-generated Excel database | MTSS Leadership Team, Reading Coach |
| easyCBM | School-generated Excel database | Individual teachers, Reading Coach |

Describe the plan to train staff on MTSS.

The MTSS Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The MTSS Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the district's RtI Committee/RtI Facilitators develop resources and staff development trainings on PS/RtI, these tools and staff development opportunities will be conducted with staff. Professional development, as identified by teacher needs assessments and/or EET evaluation data, will occur during faculty meetings or grade-level PLC meetings. The MTSS Leadership Team will send school team representatives to ongoing PS/RtI trainings/support session that are offered district wide. Our school will invite our area RtI Facilitator to visit as needed to review our progress in implementation of PS/RtI and provide on-site coaching and support to our MTSS Leadership Team and PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

In Florida, Response to Intervention (RtI) is described as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. To support MTSS in our school, 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, and SAC meetings, lesson study).
- Provide designated school personnel 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 LLT serves as the school's literacy PLC. This team is comprised of the principal, assistant principal, reading coach, media specialist, and a representative from each grade-level PLC.

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified in the SIP.

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

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

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

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

| NCLB. | Public | School | Choice |
|-------|--------|--------|--------|
|-------|--------|--------|--------|

• Supplemental Educational Services (SES) Notification

Flomentary Title I Schools Only: Pro School Transition

| Grades 6-12 Only Sec. 1003.413 (| b) F.S |
|--|--|
| For schools with Grades 6-12, describe the pla | in to ensure that teaching reading strategies is the responsibility of every teacher. |
| | |
| | |
| *High Schools Only | |
| riigii Scrioois Omy | |
| Note: Required for High School-Sec. 1003.41 | 3(g)(j) F.S. |
| How does the school incorporate applied and | ntegrated courses to help students see the relationships between subjects and relevance to their future? |
| aces in concernion montportate approva una | The second secon |
| | |

Postsecondary Transition

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

meaningful?



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 | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

| | i | i | t | I | l | |
|-----------------------|------------------|---|---------------------------|-----------------------------------|--------------------------------|--|
| 1. FCAT 2.0: Students | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
| scoring proficient in | | | | | | |
| reading (Level 3-5). | Teachers | Student achievement | | Teacher's role: (a) teachers | (a) FAIR: 3 times per year | |
| a (). | knowledge base | improves through | | will reflect on lesson outcomes | | |
| | of this strategy | teachers working | | and use this knowledge to | (b) PLC common core | |
| | needs ongoing | collaboratively to | | drive future instruction; (b) | curriculum assessments (pre, | |
| | professional | use ongoing student | Coach, grade-level PLC | | post, end of unit): throughout | |
| | development. | data to differentiate | facilitators | content related data during PLC | the grading period | |
| | Training began | instruction (DI) in | | meetings | | |
| | last year during | the following ways: | How? | | (c) Unit, chapter, and/or big | |
| | preplanning and | | | PLC's role: Using the individual | | |
| | will continue | | | | curriculum materials: | |
| | throughout this | | | | throughout the grading | |
| | school year. | but they learn it in | Administrators | used to drive future instruction. | period | |
| | | different ways. Some students learn it in | | MTCC Landarship Toom | | |
| | | depth while others | Reading Coach will rotate | MTSS Leadership Team | | |
| | | learn the basics. | | teacher support and student | | |
| | | icarii ule basics. | | supplemental instruction. | | |
| | | Processes: This | conversation | Minutes of meetings will | | |
| | | includes the various | | be maintained for progress | | |
| | | levels (Webb's Depth | | monitoring. | | |
| | | of Knowledge) | | inomitoring. | | |
| | | that students think | | Administrators: Provide | | |
| | | about the content | | feedback to the PLCs on | | |
| | | and interact with the | | information contained in logs. | | |
| | | content. | | | | |
| | | | | | | |
| | | Products/ | | | | |
| | | Performances: | | | | |
| | | This represents the | | | | |
| | | multitude of ways | | | | |
| | | that students can | | | | |
| | | demonstrate what | | | | |
| | | they understand, | | | | |
| | | know and can do | | | | |
| | | as a result of their | | | | |
| | | learning. | | | | |
| | | Learning | | | | |
| | | Environment: This | | | | |
| | | includes physical | | | | |
| | | space, resources, and | | | | |
| | | flexible groupings of | | | | |
| | | students. | | | | |
| | | | | | | |
| | | Action Steps | | | | |
| | | Within PLCs before | | | | |

| instruction and | | | |
|------------------------|---|--|--|
| during instruction of | | | |
| new content, (a) | | | |
| teachers will use | | | |
| student data (checks | | | |
| for understanding, | | | |
| common | | | |
| assessments, daily | | | |
| work, etc.), student | | | |
| interests, and student | | | |
| | | | |
| learning styles to | | | |
| plan appropriate | | | |
| differentiated lessons | | | |
| that meet the | | | |
| individual needs of | | | |
| all students in the | | | |
| classroom; (b) | | | |
| teachers work to | | | |
| improve upon both | | | |
| individually and | | | |
| collectively, the | | | |
| ability to effectively | | | |
| use differentiated | | | |
| activities; (c) using | | | |
| data from previous | | | |
| assessments and | | | |
| daily classroom | | | |
| performance/work, | | | |
| teachers plan | | | |
| differentiated groups | | | |
| and activities | | | |
| (including homework) | | | |
| for the delivery of | | | |
| new content in | | | |
| upcoming lessons. | | | |
| I I | | | |
| During Instruction: | | | |
| | | | |
| Teachers will give | | | |
| students (a) different | | | |
| ways to take in | | | |
| information; (b) | | | |
| different amount of | | | |
| time to complete | | | |
| the work; (c) | | | |
| different assignments | | | |
| depending on | | | |
| ability, readiness, | | | |
| comprehension level, | | | |
| learning preferences/ | | | |
| icarring prototolicos | ı | | |

| styles, and interests; | | | |
|-------------------------|---|--|--|
| (d) different types of | | | |
| assessments. | | | |
| assessments. | 1 | | |
| Tl:!! (-) | | | |
| Teachers will (a) | | | |
| use data to drive | | | |
| instruction before | 1 | | |
| beginning a unit of | 1 | | |
| study, during the | 1 | | |
| unit of study, and | 1 | | |
| at the end of the | | | |
| unit of study; (b) | 1 | | |
| create a variety of | 1 | | |
| create a variety of | 1 | | |
| activities and tasks | 1 | | |
| that allows students to | | | |
| explore concepts and | | | |
| standards in different | | | |
| ways; (c) give | | | |
| students choices in | | | |
| some of their learning | 1 | | |
| activities. | 1 | | |
| activities. | 1 | | |
| F hi-hfi | 1 | | |
| For high performing | | | |
| and gifted students, | 1 | | |
| teachers will (a) | 1 | | |
| make modifications | 1 | | |
| to ensure students | 1 | | |
| are challenged with | 1 | | |
| higher-level thinking | 1 | | |
| activities and (b) | 1 | | |
| use curriculum | 1 | | |
| compacting, | 1 | | |
| independent study | 1 | | |
| independent study, | | | |
| and extension | | | |
| activities where | | | |
| appropriate. | | | |
| 1 | | | |
| For lower performing | | | |
| students, teachers | | | |
| will (a) make | | | |
| modifications and use | | | |
| a variety of strategies | | | |
| to ensure students are | | | |
| looming the againtial | | | |
| learning the essential | | | |
| skills of the core | | | |
| curriculum. | | | |
| 1 | | | |
| For ELL students, | | | |
| teachers will (a) | | | |
| use gestures, | | | |
| , | 1 | | |

| | | 1 | | . | . | • | |
|------------------------------------|---------------|-------------------------|------|--------------|--------------|------|--|
| 1 | | visuals, and graphic | | | | | |
| | | organizers when | | | | | |
| | | explaining concepts; | | | | | |
| | | (b) specifically | | l | ĺ | | |
| | | pinpoint and teach the | | | | | |
| | | academic language | | | | | |
| | | these students | | | | | |
| | | need to learn in | | | | | |
| | | need to learn in | | | | | |
| | | order to complete a | | | | | |
| | | tasks; (c) recognize | | | | | |
| | | cultural/experiential | | | | | |
| | | differences, and when | | | | | |
| | | feasible, include these | | | | | |
| | | in units and examples. | | | | | |
| 1 | | | | | | | |
| 1 | | Within PLCs after | | | | | |
| 1 | | instruction: | | | | | |
| 1 | | | | I | I | | |
| | | (a) Teachers reflect | | | | | |
| | | and discuss the | | | | | |
| | | outcome of their | | | | | |
| | | DI lessons. (b) | | | | | |
| | | DI ICSSUIIS. (U) | | | | | |
| | | Use student data to | | | | | |
| | | identify successful DI | | | | | |
| | | techniques for future | | | | | |
| | | implementation. (c) | | | | | |
| | | Initiate the problem | | | | | |
| | | solving process for | | | | | |
| 1 | | students who are not | | | | | |
| | | learning. | | | | | |
| Reading Goal #1: | 2012 Current | 2013 Expected Level | | | | | |
| reading Gour III. | Level of | of Performance:* | | | | | |
| | Performance:* | | | | | | |
| 1 | | | | | | | |
| | | | | l | l | | |
| The percentage of students scoring | | | | l | l | | |
| a Level 3 or higher on the 2013 | | | | | | | |
| FCAT Reading will increase from | | | | | | | |
| 87% to 91%. | | | | l | | | |
| 07/010/21/0. | | <u> </u> | | | | | |
| | 87% | 91% | | | | | |
| | 0 / /0 | /1/0 | | | | | |
| | | <u> </u> | | | <u> </u> | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| | | | | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of | Anticipated Barrier | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the | Student Evaluation Tool | | |
|---|---|---|--|---|-------------------------|------|--|
| improvement for the following group: | | | | effectiveness of strategy? | | | |
| scoring Achievement | 2.1. See | 2.1. | 2.1. | 2.1. | 2.1. | | |
| | Goal 1. | | | | | | |
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| | | | | | | | |
| Reading Goal #2: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |
| The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Reading will increase from 65% to 72%. | | | | | | | |
| | 65% | 72% | | | | | |
| | | 2.2. | 2.2. | | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| | | | | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
|--|---|---|--|--|-------------------------|------|--|
| students making Learning Gains in reading. | | 3.1. | 3.1. | 3.1. | 3.1. | | |
| Points earned from students | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| making learning gains on 2013 FCAT Reading will increase from 76 points to 79 points. | | | | | | | |
| | 76 | 79 | | | | | |
| | points | • | 3.2. | 3.2. | 3.2. | 3.2. | |
| | | | 3.3. | | 33. | 3.3. | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |
|--|---|---|------|--|-------------------------|--|
| students in Lowest 25% making learning gains in reading. | See Goal 1. | 4.1. | 4.1. | 4.1. | 4.1. | |
| Reading Goal #4: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| Points earned from students in the bottom quartile making learning gains on 2013 FCAT Reading will increase from 76 points to 79 points. | | | | | | |
| | 76 points | 80 points | | | | |

| | | r | r | r | I | 1 | |
|--|------------------------|-----------|--|--|-------------------------|-----------|--|
| | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. | |
| | | | | | | | |
| | | 4.3 | 4.3. | 4.3. | 4.3. | 4.3. | |
| | | | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| 5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%. | | | | | | | |
| Reading Goal #5: | | | | | | | |

| satisfactory progress in | White: | See Goal 1. | 5A.1. | 5A.1. | 5A.1. | |
|--------------------------|------------------|-------------|-------|-------|-------|--|
| | | | | | | |
| | Asian: | | | | | |
| | American Indian: | | | | | |
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| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|-------|-------|-------|-------|--|
| The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 97% to 98% | | | | | | | |
| The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 50% to 55%. | | | | | | | |
| The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 77% to 79%. | | | | | | | |
| | White: 97% | White: 98% | | | | | |
| | Black: 50% | Black: 55% | | | | | |
| | Hispanic: 77% | Hispanic: 79% | | | | | |
| | Asian: | Asian: | | | | | |
| | | American Indian: | | | | | |
| | Indian: | | | | | | |
| | | 5A.2. | 5A.2 | 5A.2 | 5A.2 | 5A.2 | |
| | | 5A.3. | 5A.3. | 5A.3. | 5A.3. | 5A.3. | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
|--|---|---|--|--|-------------------------|-------|--|
| progress in reading. | See Goal 1. | | 5B.1. | 5B.1. | 5B.1. | | |
| Reading Goal #5B: The percentage of Economically | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 76% to 78%. | | | | | | | |
| | 76% | 78% | | | | | |
| | | | | | 5B.2. | 5B.2. | |
| | | 5B.3. | | | 5B.3. | 5B.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |

| 5C. English Language | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | | |
|--|------------------------|---------------------|--|--|-------------------------|-------|--|
| Learners (ELL) not | | C.1. | J. J | 00.1. | | | |
| making satisfactory | | | | | | | |
| progress in reading. | | | | | | | |
| progress in reading. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Reading Goal #5C: | 2012 Current | 2013 Expected Level | | | | | |
| | Level of Performance:* | of Performance:* | | | | | |
| | | | | | | | |
| Enter narrative for the goal in this | | | | | | | |
| box. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. | |
| Based on the analysis of student | Anticipated | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | | |
| achievement data, and reference | Barrier | | | | | | |
| to "Guiding Questions", identify and define areas in need of | | | Who and how will the | How will the evaluation tool | | | |
| improvement for the following | | | fidelity be monitored? | data be used to determine the effectiveness of strategy? | | | |
| subgroup: | | | | effectiveness of strategy? | | | |
| 5D. Students with | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. | | |
| Disabilities (SWD) not | | | | | | | |
| | See | | | | | | |
| inrogress in reading. | | | | | | | |
| | Goal 1. | | | | | | |
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| Trouming Gour Webs. | | 2013 Expected Level of Performance:* | | | | | |
|---------------------|-----|---|-------|-------|-------|-------|--|
| | 43% | 48% | | | | | |
| | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. | |
| | | 5D.3 | 5D.3 | 5D.3 | 5D.3 | 5D.3 | |

Reading Professional Development

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

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

PD Content /Topic Grade Level/ Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

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

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

meetings)

Differentiated Instruction

K-5 Reading Coach All teachers Ongoing

Classroom walkthroughs

Administrators, Reading Coach

Ongoing PLCs

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End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

| 1. FCAT 2.0: Students | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
|--------------------------|-------------------------------|---|------------------------|--|--------------------------------|--|
| | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
| scoring proficient in | | | | L | | |
| mathematics (Level 3-5). | | Student achievement | Who? | Teacher's role: (a) teachers | (a) PLC common core | |
| | knowledge base | improves through | TI D: : 1 A : | will reflect on lesson outcomes | curriculum assessments (pre, | |
| | | | | and use this knowledge to | post, end of unit): throughout | |
| | needs ongoing professional | | facilitators | drive future instruction; (b) collect and communicate | the grading period | |
| | | data to differentiate | racintators | content related data during PLC | (b) Unit abouter and/or hig | |
| | | | How? | meetings | idea assessments in adopted | |
| | | the following ways: | 110W: | incetings | curriculum materials: | |
| | preplanning and | the following ways. | - PLC logs submitted | PLC's role: Using the individual | | |
| | will continue | Content: All students | by grade-level PLCs to | | period | |
| | | must learn the content | | on lesson outcomes and data | P | |
| | school year. | but they learn it in | | used to drive future instruction. | | |
| | ĺ | different ways. Some | - Administrators will | | | |
| | | students learn it in | rotate through PLC | MTSS Leadership Team | | |
| | | | | role: Use data to drive | | |
| | | learn the basics. | related conversation | teacher support and student | | |
| | | | | supplemental instruction. | | |
| | | Processes: This | | Minutes of meetings will | | |
| | | includes the various | | be maintained for progress | | |
| | | levels (Webb's Depth | | monitoring. | | |
| | | of Knowledge) | | A 1 | | |
| | | that students think | | Administrators: Provide | | |
| | | about the content and interact with the | | feedback to the PLCs on information contained in logs. | | |
| | | content. | | information contained in logs. | | |
| | | content. | | | | |
| | | Products/ | | | | |
| | | Performances: | | | | |
| | | This represents the | | | | |
| | | multitude of ways | | | | |
| | | that students can | | | | |
| | | demonstrate what | | | | |
| | | they understand, | | | | |
| | | know and can do | | | | |
| | | as a result of their | | | | |
| | | learning. | | | | |
| 1 | | . . | | | | |
| | | Learning | | | | |
| | | Environment: This | | | | |
| | | includes physical space, resources, and | | | | |
| | | flexible groupings of | | | | |
| | | students. | | | | |
| | | | | | | |
| | | Action Steps | | | | |
| | | 1 | | | | |
| | | Within PLCs before | | | | |

| | instruction and | | |
|---|------------------------|--|--|
| | during instruction of | | |
| | new content, (a) | | |
| | teachers will use | | |
| | student data (checks | | |
| | | | |
| | for understanding, | | |
| | common | | |
| | assessments, daily | | |
| | work, etc.), student | | |
| | interests, and student | | |
| | learning styles to | | |
| | plan appropriate | | |
| | differentiated lessons | | |
| | that meet the | | |
| | | | |
| | individual needs of | | |
| | all students in the | | |
| | classroom; (b) | | |
| | teachers work to | | |
| | improve upon both | | |
| | individually and | | |
| | collectively, the | | |
| | ability to effectively | | |
| | use differentiated | | |
| | activities; (c) using | | |
| | activities, (c) using | | |
| | data from previous | | |
| | assessments and | | |
| | daily classroom | | |
| | performance/work, | | |
| | teachers plan | | |
| | differentiated groups | | |
| | and activities | | |
| | (including homework) | | |
| | for the delivery of | | |
| | new content in | | |
| | new content in | | |
| | upcoming lessons. | | |
| | L | | |
| | During Instruction: | | |
| | 1 | | |
| | Teachers will give | | |
| | students (a) different | | |
| | ways to take in | | |
| | information; (b) | | |
| | different amount of | | |
| | time to complete | | |
| | the work; (c) | | |
| | different assignments | | |
| | different assignments | | |
| | depending on | | |
| 1 | ability, readiness, | | |
| | comprehension level, | | |
| | learning preferences/ | | |

| | styles, and interests; | | |
|---|-------------------------|--|--|
| | (d) different types of | | |
| | assessments. | | |
| | assessments. | | |
| | Teachers will (a) | | |
| | reachers will (a) | | |
| | use data to drive | | |
| | instruction before | | |
| | beginning a unit of | | |
| | study, during the | | |
| | unit of study, and | | |
| | at the end of the | | |
| | unit of study; (b) | | |
| | create a variety of | | |
| | create a variety of | | |
| | activities and tasks | | |
| 1 | that allows students to | | |
| | explore concepts and | | |
| | standards in different | | |
| | ways; (c) give | | |
| | students choices in | | |
| | some of their learning | | |
| | activities. | | |
| | | | |
| | For high performing | | |
| | and gifted students, | | |
| | and gifted students, | | |
| | teachers will (a) | | |
| | make modifications | | |
| | to ensure students | | |
| | are challenged with | | |
| | higher-level thinking | | |
| | activities and (b) | | |
| | use curriculum | | |
| | compacting, | | |
| | independent study, | | |
| | and extension | | |
| | | | |
| | activities where | | |
| | appropriate. | | |
| | L I | | |
| | For lower performing | | |
| | students, teachers | | |
| | will (a) make | | |
| | modifications and use | | |
| | a variety of strategies | | |
| | to ensure students are | | |
| | learning the essential | | |
| | skills of the core | | |
| | curriculum. | | |
| | curriculum. | | |
| | | | |
| | For ELL students, | | |
| | teachers will (a) | | |
| | use gestures, | | |

| | | visuals, and graphic | | | |
|------------------------------------|---------------|-------------------------|--|---|------|
| 1 | | organizers when | | | |
| 1 | | explaining concepts; | | | |
| | | (b) specifically | | l | |
| | | ninnaint and tage! 41- | | l | |
| | | pinpoint and teach the | | l | |
| 1 | | academic language | | l | |
| 1 | | these students | | l | |
| 1 | | need to learn in | | l | |
| 1 | | order to complete a | | l | |
| | | tasks; (c) recognize | | | |
| | | cultural/experiential | | | |
| | | dice | | | |
| 1 | | differences, and when | | | |
| 1 | | feasible, include these | | | |
| 1 | | in units and examples. | | | |
| 1 | | | | | |
| 1 | | Within PLCs after | | l | |
| | | instruction: | | l | |
| | | | | | |
| | | Teachers (a) reflect | | | |
| 1 | | and discuss the | | | |
| | | and discuss the | | | |
| | | outcome of their | | | |
| | | DI lessons. (b) | | | |
| | | Use student data to | | | |
| | | identify successful DI | | | |
| | | techniques for future | | | |
| | | implementation. (c) | | | |
| | | Initiate the problem | | l | |
| | | solving process for | | l | |
| | | students who are not | | | |
| | | laarmina | | | |
| 1.5.1 | 2012 G | learning. | | | |
| Mathematics Goal #1: | 2012 Current | 2013 Expected Level | | | |
| <u> </u> | Level of | of Performance:* | | | |
| 1 | Performance:* | | | | |
| 1 | | | | | |
| 1 | | | | | |
| The percentage of students scoring | | | | | |
| a level 3 or higher on the 2013 | | | | | |
| FCAT Math will increase from | | | | | |
| 75% to 82%. | | | | | |
| 1,570 to 0270. | | | | | |
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| | | 000/ | | | |
| | 75% | 82% | | | |
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|------------------------------------|--|---------------------|----------------------|-------------------------------|-------------------------|----------|-----|
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
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| | | | | | | | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| | | | | | | | |
| | | | | | | | |
| Based on the analysis of student | Anticipated | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | | |
| Based on the analysis of student | | Strategy | Fidenty Check | Strategy Data Check | Student Evaluation 1001 | | |
| achievement data, and reference | Barrier | | | | | | |
| to "Guiding Questions", identify | | | Who and how will the | How will the evaluation tool | | | |
| and define areas in need of | | | | data be used to determine the | | | |
| improvement for the following | | | | effectiveness of strategy? | | | |
| group: | | | | effectiveness of strategy: | | | |
| 2. FCAT 2.0: Students | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| | ۷.1. | ۷.1. | ٤.1. | 2.1. | 2.1. | | |
| scoring Achievement | | | | | | | |
| • | Can | | | | | | |
| mathematics. | See | | | | | | |
| mathematics. | 0 1 1 | | | | | | |
| | Goal 1. | | | | | | |
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| | | | | | | | |
| Mathematics Goal #2: | 2012 Current | 2013 Expected Level | | | | | |
| | Level of | of Performance:* | | | | | |
| | Performance:* | | | | | | |
| 1 | | | | | | | |
| 1 | | | | | | | |
| The percentage of students scoring | | | | | | | |
| a level4 or 5 on the 2013 FCAT | | | | | | | |
| Math will increase from 56% to | | | | | | | |
| 64%. | | | | | | | |
| | 7.60/ | <u> </u> | | | 1 | | |
| 1 | 56% | 64% | | | | | |
| 1 | 1 20 / 0 | 07/0 | | | | | |
| | ļ | | L | <u> </u> | | <u> </u> | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | h 2 | h 2 | h 2 | 2.2 | h 2 | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| | | | | | | | I . |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify | Anticipated Barrier | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | | |
|--|---|---|----------------|---|-------------------------|------|--|
| and define areas in need of improvement for the following group: | | | | How will the evaluation tool data be used to determine the effectiveness of strategy? | | | |
| 3. FCAT 2.0: Points for students making learning | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. | | |
| | See | | | | | | |
| | Goal 1. | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |
| Mathematics Goal #3: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Points earned from students making learning gains on the 2013 FCAT Math will increase from 62 points to 65 points. | | | | | | | |
| | 62 | 65 | | | | | |
| | points | points | | | | | |
| | | 3.2. | 3.2. | | 3.2. | 3.2. | |
| | | 3.3. | 3.3. | 3.3. | 33. | 3.3. | |

| Based on the analysis of student | Anticipated | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | |
|--|---------------|---------------------|------------------------|-------------------------------|-------------------------|--|
| achievement data, and reference | Barrier | Strategy | ruenty check | Strategy Data Check | Student Lyanuation 1001 | |
| to "Guiding Questions", identify and define areas in need of | | | Who and how will the | How will the evaluation tool | | |
| improvement for the following | | | fidelity be monitored? | data be used to determine the | | |
| group: | | | | effectiveness of strategy? | | |
| 4. FCAT 2.0: Points for | 4.1. | 4.1. | 4.1. | 4.1. | 4.1. | |
| students in Lowest 25% | | | | | | |
| making learning gains in | | | | | | |
| mathematics. | C | | | | | |
| 1 | See | | | | | |
| | Goal 1. | | | | | |
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| | | | | | | |
| Mathematics Goal #4: | 2012 Current | 2013 Expected Level | | | | |
| iviamemanes doar #4. | Level of | of Performance:* | | | | |
| | Performance:* | | | | | |
| | | | | | | |
| Points earned from students in the bottom quartile making learning | | | | | | |
| gains on the 2013 FCAT Math | | | | | | |
| will increase from 62 points to 69 points. | | | | | | |
| ponius. | | | | | | |
| | | | | | | |
| | 62 | 69 | | | | |
| | I | | | | | |
| | points | points | | | | |

| | | r | 1 | 1 | 1 | 1 | |
|--|------------------|-----------|------------------------|-------------------------------|-------------------------|-----------|--|
| | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. | |
| | | | | | | | |
| | | | | | | | |
| | | 4.3 | 4.3. | 4.3. | 4.3. | 4.3. | |
| | | a | | | | | |
| Based on the analysis of student | Anticipated | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | | |
| achievement data, and reference to "Guiding Questions", identify | Barrier | | | | | | |
| and define areas in need of | | | Who and how will the | How will the evaluation tool | | | |
| improvement for the following | | | fidelity be monitored? | data be used to determine the | | | |
| subgroup: | | | | effectiveness of strategy? | | | |
| | 2011 2012 | 2012 2012 | 2012 2014 | 2014 2015 | 2017 2016 | 2017 2015 | |
| Based on Ambitious but Achievable Annual Measurable | | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| Objectives (AMOs), Reading and | | | | | | | |
| Math Performance Target | 1 | | | | | | |
| 5. Ambitious but | | | | | | | |
| Achievable Annual | ĺ | | | | | | |
| Measurable Objectives | | | | | | | |
| (AMOs). In six year | | | | | | | |
| school will reduce their | | | | | | | |
| | | | | | | | |
| achievement gap by 50%. | | | | | | | |
| Math Goal #5: | | | | | | | |
| | | | | | | | |
| 54 64 1 4 1 | 5 A 1 | 5 A 1 | 5A.1. | 5 A 1 | 5A.1. | | |
| 5A. Student subgroups by | DA.1. | 5A.1. | DA.1. | 5A.1. | DA.1. | | |
| ethnicity (White, Black, | | | | | | | |
| r,, | White: | See Goal | | | | | |
| Indian) not making | Black: | | | | | | |
| satisfactory progress in | ыаск. | 11. | | | | | |
| mathematics | Hispanic: | | | | | | |
| | Asian: | | | | | | |
| | | | | | | | |
| | American Indian: | | | | | | |
| | | | | | | | |
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| Mathematics Goal #5A: | | 2013 Expected Level | | | | | |
|---|----------------------------------|---------------------|------------------------|--|-------------------------|-------|--|
| | <u>Level of</u> Performance:* | of Performance:* | | | | | |
| | entonianee. | | | | | | |
| The percentage of White students | | | | | | | |
| scoring proficient/satisfactory on the 2013 FCAT/FAA Math will | | | | | | | |
| increase from 94% to 96%. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| The percentage of Black students scoring proficient/satisfactory on | | | | | | | |
| the 2013 FCAT/FAA Math will | | | | | | | |
| increase from 50% to 60%. | | | | | | | |
| | | | | | | | |
| The percentage of Hispanic | | | | | | | |
| students scoring proficient/ | | | | | | | |
| satisfactory on the 2013 FCAT/ FAA Math will increase from 58% | | | | | | | |
| to 66%. | | | | | | | |
| | White: 94% | White: 96% | | | | | |
| | Black: 50% | Black: 60% | | | | | |
| | Black. 3070 | Diack. 00/0 | | | | | |
| | Hispanic: | Hispanic: 66% | | | | | |
| | 58% | | | | | | |
| | | Asian: | | | | | |
| | Asian: | American Indian: | | | | | |
| | American | | | | | | |
| | Indian: | | | | | | |
| | | 5A.2. | 5A.2. | 5A.2. | 5A.2. | 5A.2. | |
| | | | | | | | |
| | | 5A.3. | 5A.3. | 5A.3. | 5A.3. | 5A.3. | |
| Based on the analysis of student | Anticipated | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | | |
| achievement data, and reference to "Guiding Questions", identify | Barrier | | Who and have saill the | Have will the overleast to 1 | | | |
| and define areas in need of | | | | How will the evaluation tool data be used to determine the | | | |
| improvement for the following subgroup: | | | | effectiveness of strategy? | | | |
| | | | | | | | |

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| 5B. Economically Disadvantaged students not making satisfactory progress in mathematics. | | See Goal 1. | | 5B.1. | 5B.1. | | |
|---|---|---|-------|--|-------------------------|-------|--|
| Mathematics Goal #5B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| The percentage of Economically Disadvantage students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 49% to 59%. | | | | | | | |
| | 49% | 59% | | | | | |
| | | 5B.1. | 5B.1. | 5B.1. | 5B.1. | 5B.1. | |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | | |

| Mathematics Goal #5C: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|---|---|-------|--|-------------------------|-------|--|
| Enter narrative for the goal in this box. | | | | | | | |
| | | 5C.2 | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
| | | | 5C.3. | | 5C.3. | 5C.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
| 5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. | | |
| Mathematics Goal #5D: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Enter narrative for the goal in this box. | | | | | | | |
| | | | | | | | |
| | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. | |
| | | 5D.3 | 5D.3 | 5D.3 | 5D.3 | 5D.3 | |

End of Elementary or Middle School Mathematics Goals

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

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

| Algebra EOC Goals | Problem- Solving Process to Increase Student Achieveme nt | | | | | | |
|--|---|---|--|--|-------------------------|------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
| proficient in Algebra (Levels 3-5). | 1.1. | | 1.1. | 1.1. | 1.1. | | |
| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Enter narrative for the goal in this box. | | | | | | | |
| | | 1.2. | 1.2. | | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | | , | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
|--|------------------------|---|------|--|-------------------------|------|--|
| Alg2. Students scoring Achievement Levels 4 or 5 in Algebra. | | | 2.1. | 2.1. | 2.1. | | |
| riigeora Goar 112. | | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |
| | | 2.2 | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.1 | 2.3 | 2.3 | 2.3 | 2.3 | |

End of Algebra EOC Goals

Mathematics Professional Development

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

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

| PD Content /Topic | Grade Level Subject | PD Facilitator | PD Participants | Target Dates and Schedules | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|----------------------------|------------------------|-----------------|---|--|-----------------------------------|---|
| and/or PLC Focus | | and/or | (e.g., PLC, subject, grade level, or school-wide) | (e.g., Early Release) and Schedules (e.g., frequency of | | |
| | | PLC Leader | | meetings) | | |
| Differentiated Instruction | K-5 | PLC Facilitator | All teachers | Ongoing | Classroom walkthroughs | Administrators |

Ongoing PLCs

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 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 | |

| 1 ECAT 2 0: St. 1 4 | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
|---------------------------|-------------------------------|-----------------------------------|--|--|---------------------------|--|
| TO THE STREET | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
| scoring proficient (Level | | | | | | |
| 3-5) in science. | Teachers | | Who? | Teacher's role: (a) teachers will | (a) PLC common core | |
| | knowledge base | achievement | TI D I A | reflect on lesson outcomes and | curriculum assessments | |
| | | | | | (pre, post, end of unit): | |
| | needs ongoing professional | | Principal, grade-level PLC facilitators | future instruction; (b) collect and communicate content related data | inroughout the grading | |
| | | to use ongoing | lacilitators | during PLC meetings | periou | |
| | Training began | | How? | during The ineetings | (b) Unit, chapter, and/ | |
| | | differentiate | | PLC's role: Using the individual | | |
| | preplanning and | instruction (DI) | - PLC logs submitted | teacher data, PLCs will reflect on | in adopted curriculum | |
| | | | by grade-level PLCs to | lesson outcomes and data used to | | |
| | | ways: | Administrators | | grading period | |
| | school year. | ' | | | | |
| | | Content: All | | MTSS Leadership Team role: | | |
| | | students must | through PLC meetings | Use data to drive teacher support | | |
| | | | | and student supplemental | | |
| | | | | instruction. Minutes of meetings | | |
| | | in different ways. | | will be maintained for progress | | |
| | | Some students learn it in depth | | monitoring. | | |
| | | while others learn | | Administrators: Provide feedback | | |
| | | the basics. | | to the PLCs on information | | |
| | | dire oddred. | | contained in logs. | | |
| | | Processes: This | | | | |
| | | includes the | | | | |
| | | various levels | | | | |
| | | (Webb's Depth | | | | |
| | | of Knowledge) | | | | |
| | | that students think about the | | | | |
| | | content and | | | | |
| | | interact with the | | | | |
| | | content. | | | | |
| | | | | | | |
| | | Products/ | | | | |
| | | Performances: | | | | |
| | | This represents | | | | |
| | | the multitude | | | | |
| | | of ways that | | | | |
| 1 | | students can | | | | |
| | | demonstrate what they understand, | | | | |
| | | know and can do | | | | |
| | | as a result of their | | | | |
| | | learning. | | | | |
| | | | | | | |
| | | Learning | | | | |
| | | Environment: | | | | |

| | This includes | | | |
|--|------------------------------------|---|---|--|
| | physical space, | | | |
| | resources, | | | |
| | and flexible | | | |
| | and Hexible | | | |
| | groupings of | | | |
| | students. | | | |
| | | | | |
| | Action Steps | | | |
| | retion steps | | | |
| | Will by G | | | |
| | Within PLCs | | | |
| | before_ | | | |
| | instruction and | | | |
| | during | | | |
| | instruction of | | | |
| | new content, (a) | | | |
| | new content, (a) | | | |
| | teachers will use | l | | |
| | student data | l | | |
| | (checks for | l | | |
| | understanding, | l | | |
| | common | | | |
| | assessments, | | | |
| | assessments, | | | |
| | daily work, etc.), | | | |
| | student interests, | | | |
| | and student | | | |
| | learning styles to | | | |
| | plan appropriate differentiated | | | |
| | differentiated | | | |
| | lessons that meet | | | |
| | iessons that meet | | | |
| | the individual | | | |
| | needs of all | | | |
| | students in the | | | |
| | classroom; (b) | | | |
| | teachers work to | I | | |
| | improve upon | l | | |
| | both individually | I | | |
| | and collectively, | l | | |
| | and conectivery, | I | | |
| | the ability to | l | | |
| | effectively use | l | | |
| | differentiated | I | | |
| | activities; (c) | l | | |
| | using data from | I | | |
| | previous | l | | |
| | aggaggments and | I | | |
| | assessments and | I | | |
| | daily classroom | l | | |
| | performance/ | I | | |
| | work, teachers | l | | |
| | plan | I | | |
| | differentiated | l | | |
| | groups and | l | | |
| | activities | l | | |
| | activities | | Į | |

| Including Nomework) for the delivery of sew content in the delivery of sew content in the delivery of sexons. During Instruction: Teachers will give students (a) different ways to take in information; (b) different morount of time the work: (c) different sostgaments depending on their, readings, sexons, sex | | | | |
|--|---|---------------------|--|--|
| hemework) for the delevery of new content in speciming accounting the content in speciming accounting the content in speciming the content in speciming accounting the content in specimen and a specimen accounting the content in specimen account in specimen accounting the content in specimen acco | | (including | | |
| fine delivery of new content in apportuning lessons. During Instruction: Teachers will give students of the content of the | | homework) for | | |
| new content in speciming sessions. During instruction: I eachers will give students a la different ways to take in statementation; the students and different ways to take in statementation; the statementation of time to compilet the work, (c) different sessionments despending on ability; readiness, and ability readiness. Leachers will a la to the state of the st | | the delivery of | | |
| ecsons. During instruction: Teachers will give students a) different ways to tuke in information; b) different amount of arme to complete to complete to different sosignments depending on ability, readiness, comprehension level, learning preferences' skyles, and amoreus; (obsero) different sossessments. Feachers will d) use data to direct sossessments. Feachers will d) use data to drive instruction before beginning a unit of study, during the sons and the solution of study arrived to solution of study arrived to solution before beginning a unit of study, during the sons and the solution of study arrived to solution before beginning a unit of study, during the sons and the solution of study arrived to solution before the solution of the solution of solution before the solution of | | new content in | | |
| During Instruction: Feachers will give students (a) different ways to take in information; (b) different | | uncoming | | |
| During Instruction: Teachers will saye students (a) different ways to take in information; (b) different imount of time to complete the work, (c) differents tepending on thility, readmess. competension level, learning preferences' styles, and interest, (c) different yes tepending on thirty readmess. competension level, learning preferences' styles, and interest, (c) different yes of toocesments. Feachers will (a) use data to drive instruction before beginning a unit of study, during the unit different yes of the end of the mint of study, for the instruction the end of the mint of study; (b) read a variety of activities in data's the time students to explore concepts and students to begin some | | upcoming | | |
| Teachers will give students a) different ways to take in information; b) different mount of time the work. c) different assignments depending on ability, readiness. comprehension level, learning preferences' styles, and interests; (d) different types of assessments. Eachers will a) use data to draw instruction before beginning u with of study, during the unit of study, and at the end of the mut of study; (b) create a varuety of activities and tasks that allows students to competency of preferences' styles, and directions of the sum of study, during the unit of study, and at the end of the mut of study; (b) create a varuety of activities and tasks that allows students to competences to c | | lessons. | | |
| Teachers will give students a) different ways to take in information; b) different mount for the work; c) different sosignments depending on ability, readiness, comprehension level, learning preferences' styles, and interests; (a) different types of assessments. Eachers will a) use data to draw instruction before beginning a unit of study, during the unit of study, and at the end of the lant of study; (b) create a varacty of a strivites and tasks that allows students to compare the students and and the end of the lant of study; (b) create a varacty of a strivites and tasks that allows students to compare the students and tasks that allows students to compare the students and tasks that allows students to compare the students and tasks that allows students to compare the students and tasks that allows students to compare the students belocks in some | | | | |
| Teachers will give students (a) different ways to take in information; (b) different mount of time to cumplet he work; (c) different seagments legendings solutions solutions denses competents legendings solutions denses competents legendings solutions denses competents legendings preferences' syles, and merests; (d) different lypes of sosessments. Teachers will (a) use data to drive instruction before beginning to unit of study, during the unit of study, and at the end of the amit of study, (b) screete a variety of activities and lowes students and lowes students and supplementation sident legendings and the end of the amit of study, (b) screete a variety of activities and lowes students to explore concepts and standards in different ways; (c) give students shoices in some | | During | | |
| Teachers will give students (a) different ways to take in information; (b) different mount of time to cumplet he work; (c) different seagments legendings solutions solutions denses competents legendings solutions denses competents legendings solutions denses competents legendings preferences' syles, and merests; (d) different lypes of sosessments. Teachers will (a) use data to drive instruction before beginning to unit of study, during the unit of study, and at the end of the amit of study, (b) screete a variety of activities and lowes students and lowes students and supplementation sident legendings and the end of the amit of study, (b) screete a variety of activities and lowes students to explore concepts and standards in different ways; (c) give students shoices in some | | Instruction: | | |
| give students (a) different ways to take in information; (b) different amount of time to complete the work; (c) different assignments Jepending on ability, readiness, controlled to the control | | | | |
| give students (a) different ways to take in information; (b) different amount of time to complete the work; (c) different assignments depending on ability, readines, controlled to the controll | | Teachers will | | |
| (a) different ways to take in information; (b) different amount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension level, learning preferences' styles, and interests; (d) different types of assessments Teachers will (a) use data to direve instruction before beginning a unit of study, the direct of the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students beiocs in some | | give students | | |
| ways to take in information; b) different inmount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension evel, learning preferences styles, and interests; (d) different types of assessments. Teachers will (a) use data to direct beginning a unit of study, and at the end of the unit of study, and at the end of the unit of study, (d) traited a the end of the unit of study, indicated a the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students the occurrence of the concepts and standards in different ways; (c) give students the occurrence of the concepts and standards in different ways; (c) give students to beloves in some | | (a) different | | |
| information; (b) different inmount of time to complete the work; (c) different assignments depending on ability, readmess, comprehension level, learning preferences' styles, and interests; (d) different types of assessments. Teachers will (a) use data to drive instruction before beginning a unit of study, different ways, or and tasks that allows students to explore concepts and studers ind students to explore concepts and standarts in different ways; (c) give students brices in some | | views to take in | | |
| in mount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension (evel, learning preferences/ styles, and interests; (d) different types of assessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, during the unit of study, and at the end of the unit of study; to create a variety of activities and tasks that allows students to explore concepts and stundards in different ways; (c) give students (c) give | | ways to take in | | |
| amount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension level, learning preferences' styles, and amerests; (d) different types of assessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study, to) create a variety of activities and tasks that allows students to explore concepts and standards in different types; (c) give students choices in some | | information; | | |
| o complete the work: (c) different ussignments depending on ability, readness, comprehension level, learning preferences/ styles, and interests; (d) different types of assessments. Teachers will (a) use data to drive instruction before beginning u unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts und standards in different ways; (c) give students before see more concepts see the standards in different ways; (c) give students before see more concepts see the standards in different ways; (c) give students before see more see the standards in different ways; (d) give students before see more see the standards in different ways; (d) give students before see more see the standards in different ways; (e) give students before see more see the standards in different ways; (e) give students before see more see the standards in different ways; (e) give students before see more see the standards in different ways; (e) give students before see more see the standards in different ways; (e) give students before see more see the standards in different ways; (e) give students before see more see the standards in different ways; (e) give students before see more see the standard se | 1 | | | |
| the work; (c) different ussignments depending on ubility, readiness, comprehension (evel, learning preferences/ styles, and interests; (d) different types of insessments. I cachers will (a) use data to dirive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and usks that allows students to explore concepts and standards in different ways; (c) give students shoices in some | 1 | amount of time | | |
| the work; (c) different ussignments depending on ubility, readiness, comprehension (evel, learning preferences/ styles, and interests; (d) different types of insessments. I cachers will (a) use data to dirive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and usks that allows students to explore concepts and standards in different ways; (c) give students shoices in some | | to complete | | |
| (c) different assignments depending on ability, readiness, comprehension evel, learning preferences' styles, and interests; (d) different types of assessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | | the work; | | |
| assignments depending on ability, readiness, comprehension evel, learning preferences/ styles, and interests; (d) different types of assessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study, (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students beloese in some | | (c) different | | |
| depending on ability, readiness, comprehension evel, learning preferences/ styles, and interests; (d) different types of assessments. Feachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students beloices in some | | assignments | | |
| ability, readiness, comprehension level, learning preferences/ styles, and interests; (d) different types of assessments. I eachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | | depending on | | |
| comprehension level, learning preferences/ styles, and interesis; (d) different types of sussessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students beioces in some | | ability randings | | |
| level, learning preferences/ styles, and interests; (d) different types of assessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students beioeice in some | | autity, readilless, | | |
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| different types of assessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | | styles, and | | |
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| the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | 1 | during the unit | | |
| the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | | of study, and at | | |
| unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | | the end of the | | |
| create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | | unit of study; (b) | | |
| of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | | create a variety | | |
| and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some | | of activities | | |
| allows students to explore concepts and standards in different ways; (c) give students choices in some | | and tasks that | | |
| explore concepts and standards in different ways; (c) give students choices in some | | allows students to | | |
| and standards in different ways; (c) give students choices in some | | ovnlore concents | | |
| different ways; (c) give students choices in some | | explore concepts | | |
| (c) give students choices in some | | and standards in | | |
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| choices in some | | (c) give students | | |
| of their learning | | choices in some | | |
| or men regiming | | of their learning | | |

| | | | |
|---|--------------------|--|------|
| | activities. | | |
| | | | |
| | For high | | |
| | performing | | |
| | and gifted | | |
| | students, teachers | | |
| | students, teachers | | |
| | will (a) make | | |
| | modifications to | | |
| | ensure students | | |
| | are challenged | | |
| | with higher- | | |
| | level thinking | | |
| | activities and (b) | | |
| | use curriculum | | |
| | ase curriculum | | |
| I | compacting, | | |
| | independent | | |
| | study, and | | |
| | extension | | |
| | activities where | | |
| | appropriate. | | |
| | | | |
| | For lower | | |
| | performing | | |
| | students, teachers | | |
| | will (a) make | | |
| | modifications | | |
| | mounications | | |
| | and use a variety | | |
| | of strategies to | | |
| | ensure students | | |
| | are learning | | |
| | the essential | | |
| | skills of the core | | |
| | curriculum. | | |
| 1 | | | |
| | For ELL | | |
| | students, teachers | | |
| | will (a) use | | |
| 1 | will (a) usc | | |
| | gestures, visuals, | | |
| | and graphic | | |
| 1 | organizers when | | |
| | explaining | | |
| | concepts; (b) | | |
| | specifically | | |
| 1 | pinpoint and | | |
| 1 | teach the | | |
| | academic | | |
| | language these | | |
| | students need to | | |
| | learn in order to | | |
| | complete a tealrai | | |
| | complete a tasks; | | |

| | | | • | • | • | | |
|--|---|--|------|------|------|------|--|
| | | (c) recognize cultural/ experiential differences, and when feasible, include these in units and examples. Within PLCs after instruction: Teachers (a) reflect and discuss the outcome of their DI lessons. (b) Use student data to identify successful DI techniques for future implementation. (c) Initiate the problem solving process for | | | | | |
| | 2012 Current Level of Performance:* | not learning. 2013 Expected Level of Performance:* | | | | | |
| The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 76% to 81%. | | | | | | | |
| | 76% | 81% | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |

| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
|--|------------------------|---|------|--|----------------------------|------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
| 2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| | See Goal 1. | | | | | | |
| | | | | | | | |
| Serence Cour was | Level of | 2013Expected Level of Performance:* | | | | | |
| The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 40% to 48% | | | | | | | |
| | 40% | 48% | | | | | |
| | | 2.2. | | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |

Science Professional Development

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

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/ PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

Subject

and/or

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

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

meetings)

Differentiated Instruction K-5 PLC Leader
PLC Facilitator All teachers

Ongoing

Classroom walkthroughs

Administrators

Ongoing PLCs

End of Science Goals

Writing/Language Arts Goals

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

| | 1 | • | | | • | |
|---------------------|--------------------------------|-----------------------|---|-------------------------------------|---------------------------|--|
| 1. Students scoring | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
| at Achievement | | | | | | |
| Level 3.0 or higher | Teachers | Student | Who? | Teacher's role: (a) teachers will | (a) PLC common core | |
| | | achievement | who. | reflect on lesson outcomes and | curriculum assessments | |
| in writing. | | improves through | The Principal, Assistant | use this knowledge to drive | (pre, post, end of unit): | |
| | ongoing professional | | | future instruction; (b) collect and | | |
| | | | Principal, grade-level PLC facilitators | | | |
| | development. Training began | | | | period | |
| | raining began | use ongoing student | | data during PLC meetings | (b) Unit, chapter, and/ | |
| | last year during | data to differentiate | How: | | | |
| | preplanning and will | instruction (DI) in | N.C.1 1 '44 11 1 | PLC's role: Using the individual | | |
| | | the following ways: | - PLC logs submitted by grade- | | in adopted curriculum | |
| | this school year. | G | level PLCs to Administrators | | materials: throughout the | |
| | | Content: All | | used to drive future instruction. | grading period | |
| | | | - Administrators will rotate | Amaga A. I. I. m. I | | |
| | | | through PLC meetings | MTSS Leadership Team role: | | |
| | | | listening for DI related | Use data to drive teacher support | | |
| | | ways. Some | conversation | and student supplemental | | |
| | | students learn it in | | instruction. Minutes of meetings | | |
| | | depth while others | | will be maintained for progress | | |
| | | learn the basics. | | monitoring. | | |
| | | | | | | |
| | | Processes: This | | Administrators: Provide | | |
| | | includes the | | feedback to the PLCs on | | |
| | | various levels | | information contained in logs. | | |
| | | (Webb's Depth of | | | | |
| | | Knowledge) that | | | | |
| | | students think about | | | | |
| | | the content and | | | | |
| | | interact with the | | | | |
| | | content. | | | | |
| | | | | | | |
| | | Products/ | | | | |
| | | Performances: | | | | |
| | | This represents the | | | | |
| | | multitude of ways | | | | |
| | | that students can | | | | |
| | | demonstrate what | | | | |
| | | they understand, | | | | |
| | | know and can do | | | | |
| | | as a result of their | | | | |
| | | learning. | | | | |
| | | | | | | |
| | | Learning | | | | |
| | | Environment: | | | | |
| 1 | | This includes | | | | |
| 1 | | physical space, | | | | |
| 1 | | resources, and | | | | |
| | | flexible groupings | | | | |
| | | of students. | | | | |

| <u> </u> | | | | |
|----------|----------------------------|-----|--|--|
| | | | | |
| | Action Steps | | | |
| | | | | |
| | Within PLCs | | | |
| | before instruction | | | |
| | and during | | | |
| | instruction of new | | | |
| | content, (a) | | | |
| | teachers will use | | | |
| | student data | | | |
| | (checks for | | | |
| | understanding, | | | |
| | common | | | |
| | assessments, daily | | | |
| | work, etc.), student | | | |
| | interests, and | | | |
| | interests, and | | | |
| | student learning | | | |
| | styles to plan | l l | | |
| | appropriate | | | |
| | differentiated | | | |
| | lessons that meet | | | |
| | the individual | | | |
| | needs of all | | | |
| | students in the | | | |
| | classroom; (b) | | | |
| | teachers work to | | | |
| | improve upon both | | | |
| | individually and | | | |
| | collectively, the | | | |
| | ability to effectively use | | | |
| | effectively use | | | |
| | differentiated | | | |
| | activities; (c) using | | | |
| | data from previous | | | |
| | assessments and | | | |
| | daily classroom | | | |
| | performance/work, | | | |
| | teachers plan | | | |
|] | teachers plan | l l | | |
| l | differentiated | | | |
| | groups and | | | |
|] | activities (including | l l | | |
|] | homework) for the | l l | | |
|] | delivery of new | l l | | |
| | content in | l l | | |
| | upcoming lessons. | | | |
| | | | | |
|] | During | l l | | |
|] | Instruction: | l l | | |
|] | | l l | | |
| l | Teachers will | l l | | |

| give students (a) different ways to take in information; (b) different unount of time to complete the work; (c) different unsignments depending on ability, readness, comprehension level, learning preferences'styles, and interest; (d) different types of ussessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; |
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| different ways to take in information; (b) different amount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension level, learning preferences/styles, and interests; (d) different types of assessments. Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study, and at the end of the unit of study, (b) create a variety of activities and tasks that allows students to explore concepts and standards in |
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| use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in |
| instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in |
| beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in |
| study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in |
| unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in |
| at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in |
| unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in |
| create a variety of activities and tasks that allows students to explore concepts and standards in |
| activities and tasks that allows students to explore concepts and standards in |
| that allows students to explore concepts and standards in |
| to explore concepts and standards in |
| and standards in |
| and standards in |
| different ways: |
| |
| (c) give students |
| choices in some |
| of their learning |
| or men rearning |
| activities. |
| |
| For high performing |
| and gifted students, |
| teachers will (a) |
| make modifications |
| to ensure students |
| are challenged |
| with higher- |
| level thinking |
| activities and (b) |
| acuvines and (0) |
| use curriculum ´ |
| compacting, |
| independent study, |
| and extension |
| activities where |

| appropriate. | | | |
|--------------------------------------|---|--|--|
| | | | |
| For lower | | | |
| performing | | | |
| students, teachers | | | |
| will (a) make | | | |
| wiii (a) iiiake | | | |
| modifications | | | |
| and use a variety | | | |
| of strategies to | | | |
| ensure students | | | |
| are learning the essential skills of | | | |
| essential skills of | | | |
| the core curriculum. | | | |
| | | | |
| For ELL students, | I | | |
| teachers will (a) | I | | |
| use gestures, | I | | |
| visuals, and | I | | |
| graphic organizers | | | |
| when explaining | | | |
| concepts; (b) | | | |
| specifically pinpoint | | | |
| and teach the | | | |
| and teach the | | | |
| academic language | | | |
| these students | | | |
| need to learn in | | | |
| order to complete a | | | |
| tasks; (c) recognize | | | |
| cultural/experiential | | | |
| differences, and | | | |
| when feasible, | | | |
| include these in | | | |
| units and examples. | | | |
| | I | | |
| Within PLCs after | I | | |
| instruction: | I | | |
| | I | | |
| Teachers (a) reflect | I | | |
| and discuss the | I | | |
| outcome of their | I | | |
| DI lessons. (b) | I | | |
| DI lessons. (b) | I | | |
| Use student data to | I | | |
| identify successful | I | | |
| DI techniques | I | | |
| for future | I | | |
| implementation. (c) | I | | |
| Initiate the problem | I | | |
| solving process for | I | | |
| students who are | I | | |
| not learning. | | | |

| Writing/LA Goal #1: 20 of The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 92% to 95%. | Performance:* | 2013 Expected Level of Performance:* | | | |
|--|---------------|--------------------------------------|--------------|--------------|--|
| | 92% | 95% | | | |
| | | | 1.2. 1.3. | 1.2. 1.3. | |

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 | Grade Level/ Subject | PD Facilitator | PD Participants | Target Dates and Schedules | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|----------------------------|-------------------------|-----------------|---|--|-----------------------------------|--|
| and/or PLC Focus | | and/or | (e.g., PLC, subject, grade level, or school-wide) | (e.g., Early Release) and Schedules (e.g., frequency of | | |
| | | PLC Leader | | meetings) | | |
| Differentiated Instruction | K-5 | PLC Facilitator | All teachers | Ongoing | Classroom walkthroughs | Administrators |

Ongoing PLCs

End of Writing Goals

Attendance Goal(s)

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

| Attendance | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
|------------|-----------------------|---|-----------------------------|---------------------------------|-------------------------|--|
| | There is not a system | Tiers 2 and 3 | Administrators, Social | Administrators, Social | Recognition at Awards | |
| | to reinforce parents | 11010 2 4114 5 | | Worker, and Data Processor | Ceremonies each grading | |
| | for facilitating | When a student | will monitor absences and | will determine if additional | period | |
| | improvement in | reaches 6-10 days of | | interventions are necessary for | period | |
| | attendance. | unexcused absences | | the targeted students. | | |
| | attendance. | and/or tardies, the | and the sign-in sheet(s).A | the targeted students. | | |
| | | administration or | database will be created to | | | |
| | | identified staff will | track students. | | | |
| | | investigate the reason | | | | |
| | | for the absence/tardy | | | | |
| | | and may notify the | | | | |
| | | parents/guardians | | | | |
| | | via mail that future | | | | |
| | | absences/tardies | | | | |
| | | must have a doctor's | | | | |
| | | note or other reason | | | | |
| | | outlined in the | | | | |
| | | Student Handbook. | | | | |
| | | . , | | | | |
| | | A parent/ | | | | |
| | | administrator/ | | | | |
| | | student conference | | | | |
| | | is scheduled and | | | | |
| | | held regarding these | | | | |
| | | procedures. The goal | | | | |
| | | of the conference | | | | |
| | | is to create a plan for assisting with | | | | |
| | | | J | | | |
| | | improving attendance tardies. | 1 | | | |

| Attendance Goal #1: 2012 C | Current 2013 Expected Attendance Rate:* | | | |
|--|---|--|--|--|
| The attendance rate will increase from 97.15% to to 97.3%. | | | | |
| The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%. | | | | |
| The number of students who have 10 or more unexcused tardies to school throughout the school year will | | | | |
| decrease by 10%. 97. | .15% 97.3% | | | |
| Unexci Absence | (10 or more) | | | |
| 6 | <u>5</u> | | | |

| 2012 Curren Number of Students wit Unexcused Excessive T (10 or more) | Number of Students with In ardies Unexpused Expassive | | | | | |
|--|---|------|------|------|------|--|
| 64 | 57 | | | | | |
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

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

Grade Level/ Subject PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

PLC Leader

School-wide) Sched

End of Attendance Goals

Suspension Goal(s)

| Suspension | Problem- | | | |
|------------|----------|--|--|--|
| Goal(s) | solving | | | |

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

| | Process to Decrease Suspension | | | | | |
|--|---|---|------------------|--|---|--|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |
| | better communicate expectations and rules and provide more explicit instruction to students on the expectations and rules for appropriate classroom behavior. | instruction to students on the expectations | PLC Facilitators | Solving Leadership Team will review the PLC logs for data and | 1.1. Awards received at Awards Ceremonies at the end of each grading period | |

| Suspension Goal #1: | 2012 Total Number of | 2013 Expected Number of | | | |
|---|---------------------------|----------------------------|--|--|--|
| The total number of inschool suspensions will decrease by 10%. | In —School Suspensions | In- School Suspensions | | | |
| The total number of students receiving inschool suspension throughout the school year will decrease by 10%. | | | | | |
| The total number of out- of-school suspensions will decrease by 10%. | | | | | |
| The total number of students receiving out-of-school suspensions throughout the school year will decrease by 10%. | | | | | |
| | 0 | 0 | | | |

| 2012 Total Number 2013 Expected Number of Students Number of Students | |
|---|------|
| Suspended Suspended | |
| | |
| In-School In -School | |
| | |
| 2012 Number of 2013 Expected | |
| Out-of-School Number of Suspensions | |
| Out-of-School_ | |
| <u>Suspensions</u> | |
| | |
| 2012 Total Number 2013 Expected Number of Students Number of Students | |
| Suspended Suspended | |
| | |
| Out- of- School Out- of-School_ | |
| | |
| | |
| | 1.2 |
| 1.2. 1.2. 1.2. | 1.2. |
| 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 Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

professional development or

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

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

PLC Leader

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

| 1. Dropout | 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 | 2013 Expected | | | | | |
| | Dropout Rate:* | Dropout Rate:* | | | | | |
| | | | | | | | |
| L | | | | | | | |
| Enter narrative for the goal in this box. | | | | | | | |
| in this box. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | 2012 Current | 2013 Expected | | | | | |
| | Graduation Rate:* | Graduation Rate:* | | | | | |
| | | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| | | <u> </u> | | | | | |

Dropout Prevention Professional Development

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

or PD Activity

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

Grade Level/ Subject PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

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

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

meetings)

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 | | 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. | |

| The percentage of instructional and professional staff who strongly agree with the indicator "Processes are in place for differentiating instruction at this school" under Comittment to Continuous Improvement will increase from 69.2% to 75%. | level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |
|--|--|---|------|--|----------------------------|------|--|
| | 69.2% | 75% | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| 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 | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |

| 2. Parent Involvement 2 | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
|--------------------------------------|--------------------------------|----------------------------------|------|------|------|------|--|
| | | | | | | | |
| | | | | | | | |
| Parent Involvement Goal | | | | | | | |
| <u>#2:</u> | 2012.6 | 2012 F 1 | | | | | |
| | 2012 Current evel of Parent | 2013 Expected level of Parent | | | | | |
| | | Involvement:* | | | | | |
| | | | | | | | |
| Enter narrative for the goal in this | | | | | | | |
| box. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| | | 2.1. | 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 Grade Level/ PD Facilitator PD Participants Person or Position Responsible for Target Dates and Schedules Strategy for Follow-up/Monitoring Subject Monitoring and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and Schedules (e.g., frequency of school-wide) PLC Leader meetings)

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 data, identify and define | Anticipated Barrier | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | |
| areas in need of improvement: | | | | How will the evaluation tool data be used to determine the effectiveness of strategy? | | |

| 1. Health and Fitness | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
|---|--------------|--------------------------|--|-------------------------|------------------------|--|
| Goal | | | | | | |
| Goai | | Students will | Administrators. Physical | Classroom walk throughs | PACER test component | |
| | | engage in | Education teachers' schedules | _ | of the FTINESSGRAM | |
| | | 150 minutes | | Class schedules | PACER for assessing | |
| | | of physical | mandated 150 minutes | | cardiovascular health. | |
| | | education per week in | of Elementary Physical Education. The classroom | | | |
| | | kindergarten | teachers document in their | | | |
| | | through grade 5. | lesson plans the remaining 90 | | | |
| | | | minutes of "Supplemental" | | | |
| | | | physical education that | | | |
| | | | students have per week. This is also reflected in the Master | | | |
| | | | Schedule. | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Health and Fitness Goal #1: | 2012 Current | 2013 Expected | | | | |
| | Level :* | Level :* | | | | |
| | | | | | | |
| | | | | | | |
| 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 68% on the | | | | | | |
| Pretest to 95% on the Posttest. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | 68% | 95% | | | | |
| | 30,0 | ' | | | | |

| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
|--|------|------|------|------|------|--|
| | | | | | | |
| | | | | | | |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| | | | | | | |
| | | | | | | |

Health and Fitness Goals Professional Development

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

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

Grade Level/ Subject

PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

Continuous Improvement Goal(s)

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

| | , | | J | ro r p r | ()). | |
|---------------------------------------|------------|------|---|----------|----------|--|
| | Problem- | | | | | |
| Additional Goal(s) Solving Process to | Solving | | | | | |
| | Process to | | | | | |
| | Increase | | | | | |

| Based on the analysis of school | Student Achieveme nt | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation | |
|---|--|---|---|----------------------|----------------------------------|--|
| data, identify and define areas in need of improvement: | Barrier | | Who and how will the fidelity be monitored? | | Tool | |
| 1. Continuous Improvement Goal | the level of collaboration necessary to make this kind of improvement. | The Leadership Team will meet with grade level teams | | 1.1. Review PLC logs | I.1. Informal survey of students | |

| Continuous Improvement Goal #1: | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
|--|--------------------------|---------------------------|------|------|------|------|--|
| The percentage of parents who strongly agree with the indicator that "this school is meeting the academic needs of my student" (under Student Learning) will increase from 57.8% in 2012 to 70% in 2013. | | | | | | | |
| | 57.8% | 70% | | | | | |
| | | 1.2. | 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 | Grade Level/ Subject | PD Facilitator | PD Participants | Target Dates and Schedules | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|-------------------|-------------------------|----------------|---|--|-----------------------------------|--|
| and/or PLC Focus | | and/or | (e.g., PLC, subject, grade level, or school-wide) | (e.g., Early Release) and Schedules (e.g., frequency of | | |
| | | PLC Leader | , | meetings) | | |

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

| A. Florida | A.1. | A.1. | A.1. | A.1. | A.1. | | |
|-------------------------|---------------|---------------------------|------|------------------------|-------|-------|--|
| Alternate | | | | | | | |
| Assessment: | | | | | | | |
| Students scoring | | | | | | | |
| nuctions in | | | | | | | |
| proficient in | | | | | | | |
| reading (Levels 4- | | | | | | | |
| 9). | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Reading Goal A: | 2012 Current | 2013 Expected Level of | | | | | |
| | Level of | <u>Level of</u> | | | | | |
| | Performance:* | Performance:* | | | | | |
| | | | | | | | |
| Enter narrative for the | | | | | | | |
| goal in this box. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | A.2. | A.2. | A.2. | A.2. | A.2. | |
| | | A.3. | A.3. | A.3. | A.3. | A.3. | |
| | | 1.5. | 1.5. | <i>t</i> 1. <i>J</i> . | 41.5. | 41.5. | |

| Alternate Assessment: Percentage of students making Learning Gains in reading. | | | | B.1. | B.1. | | |
|--|-------------------------------------|--|------|------|------|------|--|
| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Enter narrative for the goal in this box. | | | | | | | |
| | | | | | | | |
| | | B.2. | B.2. | B.2. | B.2. | B.2. | |
| | | B.3. | В.3. | В.3. | B.3. | B.3. | |
| | | | | | | | |

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

| <u> </u> | orro Erignon Eurig | <u>-</u> | | | | |
|------------------------------------|--|----------|----------------------------------|---|-------------------------|------|
| CELLA Goals | Problem-Solving | | | | | |
| | Process to Increase | | | | | |
| | Language Acquisition | | | | | |
| | gunge : redunatora. | | | | | |
| | | | | | | |
| Students speak in English and | Anticipated Barrier | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | |
| understand spoken English at grade | | z w weg, | 1 mency enter | Strategy Batta encon | | |
| level in a manner similar to non- | | | Who and how will the fidelity be | How will the evaluation | | |
| ELL students. | | | monitored? | tool data be used | | |
| | | | | to determine the effectiveness of strategy? | | |
| C. Students scoring | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
| proficient in Listening/ | | | | | | |
| _ | Caa Daadina | | | | | |
| | See Reading | | | | | |
| | Goal 1. | | | | | |
| CELLA Goal #C: | 2012 Current Percent of Students Proficient in Listening/Speaking: | | | | | |
| | Proficient in Listening/Speaking. | | | | | |
| | | | | | | |
| The percentage of students scoring | | | | | | |
| proficient on the 2013 Listening/ | | | | | | |
| Speaking section of the CELLA | | | | | | |
| will increase from 70% to 75%. | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | 70% | | | | | |
| | '0'/0 | | | | | |
| | | 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 | Anticipated Barrier | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | |
|---|---|----------|---|---|-------------------------|------|
| non-ELL students. | | | | How will the evaluation tool data be used to determine the effectiveness of strategy? | | |
| D. Students scoring proficient in Reading. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| r | See Reading | | | | | |
| | Goal 1. | | | | | |
| | | | | | | |
| CELLA Goal #D: | 2012 Current Percent of Students Proficient in Reading : | | | | | |
| The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 25% to 35%. | | | | | | |
| | 25% | | | | | |
| | | | 2.2. | 2.2. | | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
| Students write in English at grade level in a manner similar to non- ELL students. | Anticipated Barrier | | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |
| proficient in Writing. | See Writing/LA Goal 1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| | | | | | | |

| 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 | | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | |
|--|---------|----------|------------------------|---|-------------------------|--|
| student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Barrier | | fidelity be monitored? | How will the evaluation tool data be used to determine the effectiveness of strategy? | | |
| 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 Level of | 2013 Expected Level of | | | | | |
|---|--------------------------|---------------------------|------|------|------|------|--|
| | Performance:* | Performance:* | | | | | |
| Enter narrative for the | | | | | | | |
| goal in this box. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | F.2. | F.2. | F.2. | F.2. | F.2. | |
| | | F.3. | | | | F.3. | |
| G. Florida Alternate | G.1. | G.1. | G.1. | G.1. | G.1. | | |
| Assessment: | | | | | | | |
| Percentage of students making | | | | | | | |
| Learning Gains in | | | | | | | |
| mathematics. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Mathematics Goal G: | 2012 Current Level of | 2013 Expected Level of | | | | | |
| <u>o.</u> | Performance:* | Performance:* | | | | | |
| | | | | | | | |
| Enter narrative for the goal in this box. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| 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 | | | 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. | |

| Geometry Gourtin | Level of | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|------------------------|---|-------------------------|------|--|
| | Performance:* | | | | | | |
| Enter narrative for the goal in this box. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3 | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following | Anticipated Barrier | | fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the | Student Evaluation Tool | | |
| group: | | | | effectiveness of strategy? | | | |
| I. Students scoring in the upper third on Geometry. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| Geometry Gown 1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Enter narrative for the goal in this box. | | | | | | | |
| | | | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

| Elementary, Middle and High Science Goals | Problem- Solving Process to Increase Student Achieveme nt | | | | |
|--|---|---|--|-------------------------------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: J. Florida Alternate | | Fidelity Check Who and how will the fidelity be monitored? | data be used to determine the effectiveness of strategy? | Student Evaluation Tool J.1. | |
| Assessment: Students scoring at proficient in science (Levels 4-9). | | | | | |

| Science Goal J: | Level of | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|------|------|------|------|--|
| Enter narrative for the goal in this box. | | | | | | | |
| | data for current level of performance in this | Enter numerical data for expected level of performance in this box. | | | | | |
| | | J.2. | J.2. | J.2. | J.2. | J.2. | |
| | | J.3. | J.3. | J.3. | J.3. | J.3. | |

NEW Biology End-of-Course (EOC) Goals

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

| Biology EOC Goals | Problem- Solving Process to Increase Student Achieveme nt | | | | | |
|---|---|--|--|----------------------------|--|--|
| Based on the analysis of student 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. | | 2012 Farrance | 1.1. | 1.1. | 1.1. | | |
|--|---|--|------|--|----------------------------|------|--|
| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Enter narrative for the goal in this box. | | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |

| | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
|--------------------------------------|----------------------------------|----------------------------------|------|------|------|------|--|
| upper third in Biology. | | | | | | | |
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| | | | | | | | |
| Biology Goal L: | 2012 Current | 2013 Expected | | | | | |
| | <u>Level of</u> Performance:* | <u>Level of</u> Performance:* | | | | | |
| | | | | | | | |
| Enter narrative for the goal in this | | | | | | | |
| box. | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | 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: | | | | data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
|--|------------------|--------------------------------------|--------------|--|----------------------------|--------------|--|
| Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9). | | | M.1. | M.1. | M.1. | | |
| | of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |
| | | | M.2. M.3. | | | M.2. M.3. | |

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

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

| STEM Goal #1: | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
|---|------|--|------|------|--|
| Implement/expand inquiry-based experiences for students in math and science through the 5E model. | | -Documentation of planning of units and outcomes of units PLC logs | | | In PLC Log, document number of project-based learning experiences in math, science |
| - | 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 Grade Level/

Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or

school-wide)

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

Person or Position Responsible for Monitoring

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 | Anticipated Barrier | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool |
| areas in need of improvement: | | | fidelity be monitored? | How will the evaluation tool data be used to determine the effectiveness of strategy? | |
| CTE Goal #1: | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| 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 in 2011-2012 to in 2012-2013, | | Provide field trips to local businesses. | | | PLC log of field trip plans and field trip reflection with teachers |
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

CTE Professional Development

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

Please note that each Strategy does not require a

professional development or PLC activity.

PD Content /Topic Grade Level/
Subject

Level/ PD Facilitator

or PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

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

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

meetings)

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

| School Differentiated Accountability Status | | | | |
|--|-----|----|-------|-----|
| Priority | Foc | us | Preve | ent |

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

School Advisory Council (SAC)

SAC Membership Compliance

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

□ Yes No

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

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

| Final Amount Spent | | |
|--------------------|--|--|
| | | |
| | | |

Science Olympics materials, technology as available, Awards: brag tags, and PYP materials.