FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Mendenhall Elementary	District Name: Hillsborough
Principal: Ire Carolina	Superintendent: MaryEllen Elia
SAC Chair: Pat Belliamy	Date of School Board Approval: pending school board approval

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Ire Carolina	BA-Elem Ed., MA-Ed Leadership	7	9	11-12-B % level 3-5 FCAT Reading 51, % level 3-5 Math 48% Mendenhall 10-11-A-AYP 77% Mendenhall 09-10-A-AYP 69% Mendenhall 08-09-B-AYP 90% Mendenhall 07-08-B-AYP 92% Mendenhall
Assistant Principal	Diane Sanchez-Aliakbarian	BA-Elem. Ed., MA-Ed Leadership	3	3	11-12-B Mendenhall 10-11-A-AYP 77% Mendenhall

					09-10-A-AYP 77% Oak Grove
					08-09-B-AYP 95% 0ak Grove
					07-08-B-AYP 92% Oak Grove

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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Jeffrey Divoky	BA-Elem. Ed MA- Ed Leadership	7	7	11-12-B 25% 4 and above, 51% 3 and above 10-11-A-AYP 77% 68% Reading Prof 09-10-A-AYP 69% 71% Reading Prof 08-09-B-AYP 90% 77% Reading Prof 07-08-B-AYP 92% 75% Reading Prof
Science	Linda Kniskern	BA-Elementary Ed	18	7	11-12-B 5% 4 and above, 32% 3and above 10-11-A-AYP 77% 47% Science Prof 09-10-A-AYP 69% 47% Science Prof 08-09-B-AYP 90% 33% Science Prof 07-08-B-AYP 92% 34% Science Prof
Writing	Patricia Belliamy	BA-Elementary Ed	12	6	11-12-B 88% 3 and above 10-11-A-AYP 77% 98% Writing Prof 09-10-A-AYP 69% 86% Writing Prof 08-09-B-AYP 90% 95% Writing Prof 07-08-B-AYP 92% 83% Writing Prof
Math	Nicole Bates	BA-Elementary Ed	7	2	11-12-B 14% 4 and above, 48% 3 and above 10-11-A-AYP 77% 68% Math Prof 09-10-A-AYP 69% 73% Math Prof 08-09-B-AYP 90% 71% Math Prof

					07-08-B-AYP 92% 69% Math Prof
Reading Resource	Joanne Nagel	BA-Elementary Ed	1	1	N/A

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. District Mentor Program	District Mentors	ongoing	
3. District Peer Program	District Peers	Ongoing	
4. School-based teacher recognition system	Principal	Ongoing	
5. Opportunities for teacher leadership	Principal	Ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

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

7 teachers out of field	Depending on the needs of the teacher , one or more of the following strategies are implemented: Administrators Meet with the teachers four times a year to discuss progress on : • Preparing and taking the certification exam • Completing classes needed for certification Academic Coach • Co-plans, models, co-teaches, and conferences with teacher on a regular basis Subject Area Leader/PLC Teachers will attend PLC meeting for ongoing adult learning, striving to understand how they as an individual teacher and PLC member can improve learning overall

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	1% 5	28% (16)	24% (14)	40% (23)	33% (19)	88% (51)	2% (1)	3% (2)	69% (40)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mary Jane Diaz (school based mentor)	Liuba Gonzalez-First Year	Mrs. Diaz has over 20 years of experience in Kindergarten.	Weekly Collaborative Planning Ongoing observation and feedback
Barbara Barnes (school based mentor)	Jenna Melasi-First Year	Ms. Barnes is Team Leader, PLC Facilitator and has over 20 years of experience teaching Kindergarten	Weekly Collaborative Planning Ongoing observation and feedback
Theresa Shuler (school based mentor)	Libby Malloy-First Year	Mrs. Shuler is has over 20 years of successful teaching experience in the	Weekly Collaborative Planning Ongoing observation and feedback

		District.	
Barbara Barnes (school based mentor)	Kermyonne Ashby-First Year	Ms. Barnes is Team Leader, PLC Facilitator and has over 20 years of experience teaching Kindergarten	Weekly Collaborative Planning Ongoing observation and feedback
Joseph Bauer	Marisa Mueller	Mr. Bauer is an experienced, successful P.E. teacher and is paired with our school for 2 days a week.	Weekly Collaborative Planning Ongoing observation and feedback

<u>Additional Requirements</u>

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs,quality teachers through professional development, content resource teachers, and mentors
Title I, Part C- Migrant
Title I, Part D
Title II
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs Character Education curriculum, Bullying Prevention Programs

Nutrition Programs Free breakfast for all students every school day-encourage participation in the free lunch program.
Housing Programs
Head Start Information from Head Start to assist students in transition to Kindergarten
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. Ire Carolina, Principal, Diane Sanchez, Assistant Principal, Liza Arango, Ph.D.-School Psychologist, Pascale Brown – School Social Worker,David Caffier-Guidance Counselor, Jeffrey Divoky-Reading Coach, Michelle KilfoileESE Contact, Maria Cruz- ELL Resource, Pat Belliamy-SAC Chair, Louis Russo- Media Specialist, Joanne Nagel- Reading Resource, Linda kniskern-Science Resource, and Nicole Bates- Math Resource
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 in order to identify instructional needs at all grade levels.* *2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.* *3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.* *4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.* The *Leadership team meets regularly 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 and MTSS database/tracking log • *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 Tiers2/3* • Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.

- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection *(e.g., district and state assessments; during-the-grading period school assessments/checks for understanding)*
- *Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)*
- Strengthen the Tier 1 (core curriculum) instruction through the:
o Implementation and support of PLCs
o *Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding* (data will be collected *and analyzed* by PLCs and *reported to the Leadership Team/PSLT)*
o *Use of Common Core Assessments by teachers teaching the same grade/subject area/course* (data will be collected *and analyzed* by PLCs *and reported to the Leadership Team*/PSLT)
o Implementation of research-based scientifically validated instructional strategies and/or interventions. *(as outlined in our SIP)*
o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- *Assist in the evaluation of teacher fidelity data and student achievement data collected.*
Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs *and Specialty PSLT.*

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 Chair of SAC is a member of the *Leadership Team/PSLT.*
- *The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.*
- The School Improvement Plan is the working document that guides the work *of the Leadership Team and all teacher teams*.
- *Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).*
- *The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.*
- The *Leadership Team*/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
    o *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).
    o Develop and target interventions based on confirmed hypotheses.
    o *Identify* appropriate progress monitoring assessments to be administered at *regular* intervals matched to the intensity of *the level of instructional/intervention support provided.*
    o *Develop grading period or units of instruction//intervention* goals *that are ambitious, time-bound, and measureable (e.g., SMART goals).*
    o Review *progress monitoring data at regular intervals* to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established

class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment *support*).
- o *Each PLC develops PLC action plan for SIP strategy implementation and monitoring*.
- o Assess the implementation of the strategies on the SIP using the following questions:
    1. *Does the data show implementation of strategies are resulting in positive student growth?*
    2. *To what extent are we making progress toward the school's SIP goals?*

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	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Individual Data Wall (class-wide)	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ *Reading Resource Teacher/*Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	*Ed-Line* *PLC Database* *PLC logs*	Individual Teachers/ Team Leaders/ PLC Facilitators/*Leadership Team Member*
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	*District Generated Database*	*Leadership Team/Specialty PSLT*

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments	School Generated Database	Leadership Team/ ELP Facilitator

from adopted curriculum resource materials)		
Continuous Improvement Model (CIM) * *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database	Leadership Team/ CIM Facilitator
Differentiated mini assessments based on core curriculum assessments.	*Individual teacher data base PLC/Department data base*	*Individual Teachers/PLCs*
Running Records	Individual teacher data base	Individual Teachers
Other Curriculum Based Measurement	*easyCBM* Individual teacher data base	Individual Teachers
Research-based Computer-assisted Instructional Programs	*Assessments included in computer-based programs*	*PLCs/Individual Teachers*
Istation	Assessments included in computer-based programs	Individual Teachers
SuccessMaker Enterprise	Assessments included in computer-based programs	Individual Teachers

Describe the plan to train staff on MTSS.
The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The 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(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, *as identified by teacher needs assessment and/or EET evaluation data,* will occur during faculty meeting times or rolling faculty meetings. *The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide*. Our school will invite our area RtI Facilitator to visit quarterly *(or as needed)* to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.
Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:
- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- 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).

Ire Carolina, Diane Sanchez-Aliakbarian, David Caffier, Louis Russo, Linda Kniskern, Jeff Divoky, Pascale Brown, Liza Arango, Ph.D,, Nicole Bates, Joanne Nagel, Michelle Kilfoile, and Maria Cruz.

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 strategies **goals and strategies identified** on the SIP.

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

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

What will be the major initiatives of the LLT this year?
- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

Elementary Title I Schools Only: Pre-School Transition

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first *two* measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. *Parents are provided with a letter from the Commissioner of Education, explaining the assessments.* Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms *and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.* This assessment *will be* administered at the start and end of the VPK program. A copy of these assessments *will be* mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities *from the first day of school*. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about

the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

*Grades 6-12 Only Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). Reading Goal #1: In grades 3-5 the percentage of students scoring a level 3 or higher on the 2013 FCAT reading will increase from 51% to 54% Kindergarten – 2nd Grade Goals in Reading In grade 2, the percentage of students scoring a stanine 5 or higher on the Stanford 10 will increase from 32% to 35% In grade 1, the percentage of students scoring a stanine 5 or higher on Stanford 10 will increase from 38% to 41% At the end of the year 51% of kindergarten students will score a level 4 or higher on the DRA2	1.1. Not all teachers plan for higher order questions prior to teaching the lesson. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Time constraints to planning HOT questions - Need additional training to implement effective HOT questions. -	1.1 **Using Higher Order Questioning and Discussion** Student achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. **Action Steps** Action steps are outlined on grade level/PLC action plans	1.1. -Principal -AP -Reading Coach -Reading Resource Teacher -PLC teams How -PLC Logs -PLCs post their logs online after each meeting. -Administrative walkthroughs looking for implementation of strategy with fidelity and consistency. - Reading Resource and Reading Coach walkthroughs - Administration, Reading Coach, and Resource teacher rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis. - Administrator and Reading Coach/Resource aggregate the walkthrough data school-wide and shares with staff the progress of strategy implementation.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each, PLCs record their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator or Resource Teacher shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. FAIR Mid year formative – Form A Common assessments Post KRT SAT-10 FCAT 2.0
	2012 Current Level of Performance:* **51%**	2013 Expected Level of Performance:* **54%**			
	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**	**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**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading. Reading Goal #2: The percentage of students in grades 3-5 scoring above proficiency on the~~in~~ 2013 FCAT reading will increase from 25% to 30%			2.1. Not all teachers plan for higher order questions prior to teaching the lesson. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Time constraints to planning HOT questions - Need additional training to implement effective HOT questions.	2.1. SEE GOAL 1,3,& 4	1.1. -Principal -AP -Reading Coach -Reading Resource Teacher -PLC teams How -PLC Logs -PLCs post their logs online after each -meeting. -Administrative walkthroughs looking for implementation of strategy with fidelity and consistency. - Reading Resource and Reading Coach walkthroughs - Administration, Reading Coach, and Resource teacher rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis. - Administrator and Reading Coach/Resource aggregate the walkthrough data school-wide and shares with staff the progress of strategy implementation.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each, PLCs record their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator or Resource Teacher shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. FAIR Mid year formative – Form A Common assessments Post KRT SAT-10 FCAT 2.0
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25%	**30%**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. PLCs struggle with	3.1. Student achievement improves through **teachers**	3.1. Who -Principal	3.1. School has a system for PLCs to record and report during-	3.1. 3x per year FAIR

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| Reading Goal #3:

Points earned from students making learning gains on 2013 FCAT Reading will increase from 65 points to 68 points | 2012 Current Level of Performance:*

65 points | 2013 Expected Level of Performance:*

68 points | how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log, as well as have preplanning PLC meetings to decide agenda for focus. | **working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act** model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:
1. What is it we expect them to learn?
2. How will we know if they have learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Actions/Details
-Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log.
-Additional action steps for this strategy are outlined on grade level/content area PLC action plans. | -AP
-Reading Coach
-Resource Teacher
-PLC facilitators

How
PLCS upload their logs on internal after their PLC meeting.
-PLCs receive feedback on their logs.
-Administrators attend targeted PLC meetings
-Progress of PLCs discussed at Leadership Team
-Administration shares the data of PLC visits with staff on a regular basis. | the-grading period SMART goal outcomes to administration and leadership team. | During the grading period-common assessments

Pre, post ,mid –year assessments, end of unit assessments. |
| | | | 3.2.
Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.
-Teachers are at varying levels of using Differentiated Instruction strategies.
-Teachers tend to give all students the same lesson, handouts, etc. | 3.2.
Strategy/Task
Student achievement improves when teachers use on-going student data to **differentiate instruction**.

Actions/Details
Within PLCs Before Instruction and During Instruction of New Content
-Using data from previous assessments and daily classroom performance/work, teachers | 9 | 3.2.
Teacher Level
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers maintain their assessments.
-Teachers calculate their students' progress towards the development of their individual/PLC SMART Goal.
PLC Level
-Using the individual teacher | 3.2. |

		Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
			plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided (CIM). -Additional action steps for this strategy are outlined on grade level/content area PLCs.		data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	

		3.3.	3.3.	3.3.	3..3.	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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1. -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct	4.2 Strategy Students' reading comprehension improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level. **Action Steps**	4.1. <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and	4.1. Supplemental data shared with leadership and classroom teachers who have students.	4.1. Curriculum Based Measurement (CBM)
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 50 points to 53 points.	2012 Current Level of Performance:* **50 points**	**53 points**				

			correlation between what the students are missing in the regular classroom and the instruction received during ELP or day tutors. -Minimal communication between regular and ELP teachers.	-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	ELP teachers outlining skills that need remediation.		
			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 year school will reduce their achievement gap by 50%. Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1. White: Black:	5A.1. SEE GOALS 1,3 & 4	5A.1.	5A.1.	5A.1.

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Reading Goal #5A: The percentage of Black students scoring proficient or satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%	2012 Current Level of Performance:* White:Y Black:38% Hispanic:Y Asian:NA American Indian:NA	2013 Expected Level of Performance:* White: Black:44% Hispanic: Asian: American Indian:	Hispanic: Asian: American Indian:			
			5A.2.	5A.2	5A.2	5A.2
			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**
5B. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5B: The percentage of economically disadvantaged students making satisfactory progress in reading on the 2013 FCAT/FAA will increase from 48% to 51%. — 2012 Current Level of Performance:* **48%** — 2013 Expected Level of Performance:* **51%**	5B.1. Not all teachers plan for higher order questions prior to teaching the lesson. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Time constraints to planning HOT questions - Need additional training to implement effective HOT questions.	5B.1. SEE GOALS 1,3,&4	1.1. -Principal -AP -Reading Coach -Reading Resource Teacher -PLC teams How -PLC Logs -PLCs post their logs online after each meeting. -Administrative walkthroughs looking for implementation of strategy with fidelity and consistency. - Reading Resource and Reading Coach walkthroughs - Administration, Reading Coach, and Resource teacher rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each, PLCs record their overall progress towards the SMART Goal.	1.1. FAIR Mid year formative – Form A Common assessments Post KRT SAT-10 FCAT 2.0

					monthly basis. - Administrator and Reading Coach/Resource aggregate the walkthrough data school-wide and shares with staff the progress of strategy implementation.	Leadership Team Level -PLC facilitator or Resource Teacher shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**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 Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to 46%	2012 Current Level of Performance:* **43%**	2013 Expected Level of Performance:* **46%**	5C.1. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.	5C.1. Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction	5C.1. Who -Administrators -ESOL Resource Teacher (ERT) How Administrators and ERT walk through	5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares ELL	5C.1. -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

						SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
			5C.2. - Lack of understanding teachers can provide ELL accommodations beyond FCAT testing .	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content and district assessments across** Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.2. Who -Administrators -ESOL Resource Teacher (ERT) How Administrators and ERT walk through	5C.2. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.2. During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: The percentage of students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 30% to 37%	2012 Current Level of Performance:* **30%**	2013 Expected Level of Performance:* **37%**	5D.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.1. **Strategy** SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. Who -Administrators -ESE Contact How IEP Progress Reports reviewed by AP	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1. FAIR During the Grading Period -Core curriculum end of core common unit tests with data aggregated for SWD performance.
			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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Differentiated Instruction Overview	k-5	Reading Coach & Reading Resource ERT	All teachers	First semester	Teacher lesson plans	Administrators
DRA2 Update	K-5	Reading Coach & Reading Resource	All teachers	First semester	Teachers will turn in two DRA2	Administrators
Text Complexity	K-5	Reading Coach & Reading Resource	All teachers	Second semester	Teacher lesson plan	Administrators
Easy CBM	K-5	Reading Coach & School Psychologist	All teachers	Second semester	CBM progress reports	Administrators

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	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
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5). Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on 2013 FCAT Math will increase from 48% to 51%	2012 Current Level of Performance:* **48%**	2013 Expected Level of Performance:* **51%**	1.1. -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction.	1.1. **Strategy** Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply **problem-solving strategies.** **Action Steps** **See grade level action plans** -Teachers will attend district training; HOT Talk Cool Moves and Problem Solving in Mathematics. -PLCs write SMART goals based on each Grading Period of material. -As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy. -Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies.	1.1. Who Teacher Principal AP Math Resource How Monitored -Classroom walk-through -observing lessons designed with problem-solving strategies. -Student work displayed - PLC log	1.1. PLCs – Periodic progress monitoring of assessment scores, teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC facilitator will share data during collaborative planning.	1.1. 4x per year District Formative assessments Form 1 Form 2 EOY test FCAT 2.0 During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests

				-Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction.			
		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**	**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**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction.	2.1. SEE GOALS 1,3,& 4	1.1. Who Teacher Principal AP Math Resource How Monitored -Classroom walk-through -observing lessons designed with problem-solving strategies. -Student work displayed - PLC log	1.1. PLCs – Periodic progress monitoring of assessment scores, teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC facilitator will share data during collaborative planning.	1.1. 4x per year District Formative assessments Form 1 Form 2 EOY test FCAT 2.0 During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 14% to 17%	2012 Current Level of Performance:* **14%**	2013 Expected Level of Performance:* **17%**					

			2.2.	2.2. Teachers use student data, checks for understanding, common assessments, daily work and student learning styles to plan appropriate differentiated instruction lessons that meets the needs of all students.	2.2.	2.2.	2.2.
			2.3	2.3 Gifted Teacher and Math Resource teacher support facilitation.	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**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are will use the Plan-Do-Check-Act log.	3.1. -Teachers use student data, checks for understanding, common assessments, daily work and student learning styles to plan appropriate **differentiated instruction** lessons that meets the needs of all students. **-Additional action steps for this strategy are outlined on grade level action plans.**	3.1. Who -Principal -AP -Resource teacher -PLC facilitators How PLCS upload their logs on internal after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, and leadership team.	3.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments
Mathematics Goal #3: Points earned from students making learning gains on 2013 FCAT math will increase from 58 points to 61 points.	2012 Current Level of Performance:* 2012 Current Level of Performance:* **58 points**	2013 Expected Level of Performance:* 2013 Expected Level of Performance:* **61 points**					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on 2013 FCAT Math will increase from 49 points to 52 points.	2012 Current Level of Performance:* **49 points**	2013 Expected Level of Performance:* **52 points**	4.1. The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.1. Strategy Students' math achievement improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	4.1. Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.1. Supplemental data shared with leadership and classroom teachers who have students.	4.1. Curriculum Based Measurement (CBM)
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 year school will reduce their achievement gap by 50%. Math Goal #5:						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics** Reading Goal #5A: The percentage of white students scoring proficient on the 2013 FCAT/FAA Math will increase from 57% to 61% The percentage of black students scoring proficient on the 2013 FCAT/FAA math will increase from 38% to 44% **2012 Current Level of Performance:*** White:57% Black:38% Hispanic:Y Asian:NA American Indian:NA **2013 Expected Level of Performance:*** White:61% Black:44% Hispanic: Asian: American Indian:	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. SEE GOALS 1,3 & 4	1.1. Who Teacher Principal AP Math Resource How Monitored -Classroom walk-through -observing lessons designed with problem-solving strategies. -Student work displayed - PLC log	1.1. PLCs – Periodic progress monitoring of assessment scores, teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC facilitator will share data during collaborative planning.	1.1. 4x per year District Formative assessments Form 1 Form 2 EOY test FCAT 2.0 During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests	
	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: . The percentage of economically disadvantaged students scoring proficient on the 2013 FCAT/FAA math will increase from 48% to 52%	2012 Current Level of Performance:* **48%**	2013 Expected Level of Performance:* **52%**					
			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	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 Learners (ELL) not making satisfactory progress in mathematics.			5C.1. ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.	5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in math through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into math lessons to differentiate the needs of all learners. - ERT models lessons using	5C.1. Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.	5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers calculate ELL students' progress during their PLC and/or individual data discussions. PLC Level -Using the individual teacher data, PLCs calculate the ELL data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with teams during progress monitoring to assist with the analysis of	5C.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments
Mathematics Goal #5C: The percentage of ELL students scoring proficient on 2013 FCAT /FAA Math will increase from 40% to 43%	2012 Current Level of Performance:* **40%**	2013 Expected Level of Performance:* **43%**					

			-Math teachers implementation of A+ Rise is not consistent across core courses.	A+ Rise Strategies for ELLs. - ERT observes content area teachers using A+Rise and provides feedback, coaching and support.		ELLs performance data. Leadership Team Level -PLC facilitator, ERT, Math Resource teacher shares data with the Problem Solving Leadership Team. Data is used to drive teacher support and student supplemental instruction.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the AP will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the **effective and consistent implementation of students' IEP goals**, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.	5D.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers calculate their students' progress towards their PLC and/or individual SWD goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD progress across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the SWD goal.	5D.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments
Mathematics Goal #5D: The percentage of SWD students scoring proficient on the 2013 FCAT/FAA Math will increase from 24% to 32%	2012 Current Level of Performance:* **24%**	2013 Expected Level of Performance:* **32%**					

						Leadership Team Level -PLC facilitator shares data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction	
		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

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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hot Talk /Cool Moves	K-5	District	All teachers k-5	Ongoing	Classroom walkthroughs	Administration
Differentiated Instruction	K-5	Reading Coach Reading Resource Math Resource	All teachers k-5	Second semester	Classroom walkthroughs	Administration
Deepening Understanding of CCSSM for K-1	K-1	Math Resource	Grade-Level PLC	Bi-weekly PLC meetings	Administrators will conduct targeted classroom walkthroughs to monitor CCSSM implementation	Administration team

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**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**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 32% to 35% **2012 Current Level of Performance:*** **32%** — **2013 Expected Level of Performance:*** **35%**	1.1. Teachers are at varying skill levels of long-term investigations. -Not all teachers integrate long term investigations into science instruction to provide students with opportunities to collect data over time	1.1. **Strategy** Students' science skills will improve through increased participation in **long-term investigations.** **Action Steps** Teachers will utilize the Science Data Base to identify appropriate long term investigations throughout the year. See grade level Action Plans	1.1. -Administrators -Science Resource Teacher Walkthroughs and Student Journals	1.1. Teachers will share sample student' notebooks during collaborative planning to evaluate students' understanding of long term investigations. Student one on one conferencing.	1.1. Student active notebook. Chapter, unit tests Formative 1 Mid-year Tests EOY Tests (Nature of Science scores)
	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**	**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**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science. Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 5% to 8% **2012 Current Level of Performance:*** **5%** — **2013Expected Level of Performance:*** **8%**	2.1. Not all PLCs routinely look at supplementary materials posted on the curriculum guide.	2.1 Strategy Student achievement will improve through frequent participation in higher order thinking questions/learning experiences. Actions/Details	2.1 -Administrators - Teacher lesson plans Walkthroughs and Student Journals	2.1. -Administrator walkthroughs -PLC logs showing discussions and planning of higher order thinking and learning experiences	2.1. 3x-per year District level baseline, mid-year, and pre-EOC administration During the Grading Period -mini-assessments -unit assessments

					1. Teachers will collaboratively plan to improve upon the ability to effectively use <u>higher order questions/learning</u> experiences within the 5E Instructional Model. 2. Teachers will plan higher order questions/learning experiences for upcoming lessons to increase the lessons' rigor and promote student learning. 3. Teachers will ask questions and/or provide learning experiences that require students to engage in frequent text/content/labs higher order thinking as defined by Webb's Depth of Knowledge. These probing questions will encourage students to elaborate and support assertions and claims from the text/content/labs.			-Chapter assessments
				2.2.	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 Community (PLC) or PD Activity

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Long Term Investigation	K-5	Science Resource Teacher District Personnel	Science teachers	First Semester	Administrative walkthroughs	Administration Team Science Resource Teacher
Active Thinking Notebooks/ Achievement Series	K-5	Math & Science Resource teachers	Science and Math teachers	First Semester	Administrator walkthroughs	Administration Team Science Resource Teacher

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:			**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**
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	1.1. **Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. *Plan:* -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Using data to identify trends and drive instruction -Lesson planning based on the needs of students *Do:* -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing *Check:* Review of daily drafts and scoring monthly demand writes -PLC discussions and	1.**1**. Who - Administrators - Writing Resource Teacher How -PLC logs -Classroom walkthroughs	1.1. SEE "check" & "Act" steps in strategies column SEE Grade level action plans	1.1. -Student monthly demand writes - Students daily drafts - Student Revisions - Students portfolios
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 88% to 91%	2012 Current Level of Performance:* **88%**	2013 Expected Level of Performance:* **91%**					

			analysis of student writing to determine trends and needs ***Act:*** -Receive additional professional development in areas of need -Spread the use of effective practices across the school based on evidence shown in the best practice of others. -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s) SEE GRADE SPECIFIC ACTION PLANS				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mode based Writing MOODLE Training	K-5	District	k-5 Language Arts Teachers	First Semester	Training proficiency record turned in to Administrator Administrator walkthroughs	Administrators
TIP 2-5 MOODLE Training	2-5	District	2-5 language Arts Teachers	First Semester	Administrator walkthrough Administrator participant report	Administrators
12-13 Support Course MOODLE Training	2-5	District	2-5 language Arts Teachers	On going	Administrator walkthrough Administrator participant report	Administrators
2012 FCAT 2.0Scoring	3-5	District	Grades 3-5 language Arts Teachers and ESE Teachers	First Semester	Participant report	Administrators

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**	**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**
1. Attendance Attendance Goal #1: The attendance rate for Mendenhall was 94.1% (Source: Main frame) at the end of the 2011-2012 school year. The goal for 2012-13 school years is to attain at least 96% attendance. 125 students had 10 or more unexcused absences during the 2011-2012 school years. The number of students will decrease from 125 to 112 (10% reduction) in 2012-2013. The number of students who have 10 or more **excessive** tardies throughout the school year will decrease from 134 in 2011-2012 to 121 in 2012-2013. **Note:** Data from the HCPS Mainframe was utilized for these calculations.	2012 Current Attendance Rate:* **94%** 2012 Current Number of Students with Excessive Absences (10 or more) **125** 2012 Current Number of Students with Excessive Tardies (10 or more) **134**	2013 Expected Attendance Rate:* **96%** 2013 Expected Number of Students with Excessive Absences (10 or more) **112** 2013 Expected Number of Students with Excessive Tardies (10 or more) **121**	1.1. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	1.1. **Tier 1** 1. Classrooms with perfect attendance will be announced on the morning show weekly. 2. Students with perfect attendance for each month will receive a perfect attendance certificate. 3. Students with perfect attendance for each grading period will receive a prize inside of the classroom. It will take no more than 5 minutes with the hope of encouraging other to strive for perfect attendance during the following nine weeks. A brief discussion on the importance of attendance will be done at this time. 4. Students with perfect attendance for the entire year will be invited to an end of the year party. **Tier 2** 1. Students with more than 8 unexcused absences who are not yet referred to social work services will be invited to a brief group meeting (primary and intermediate) to help resolve any attendance barriers. 2. If social work issues are identified at these meetings, the	1.1. Social Worker Guidance Counselor PSLT Administrator Teachers	1.1. PSLT will disaggregate attendance data for the tier 2 group along with the social worker and maintain ongoing communication about these students. SSW will attend progress monitoring sessions to address attendance issues with teachers and administration. Social worker/PSLT will review data monthly on tier 3 students. (data provided by social worker)	Instructional Planning Tool Attendance and Tardy Data Ed Connect

				social worker will contact parents to discuss ways to resolve barriers. 3. Teachers will continue to complete intervention form, make contact with parents, and/or hold conferences regarding attendance issues. 4. Teachers may consider giving these students extra responsibilities in class to promote school engagement. **Tier 3** 1. Students with an active attendance plan will check in daily prior to the beginning of the school day. 2. SSW will give a prize to students with an active attendance plan who have earned 100% attendance for the week. 3. SSW will continue contacts with parents and work with them to alleviate social work issues			
			1.2. Most students with excessive tardies are affected by family transportation issues and/or oversleeping.	1.2. Excessive tardies will be addressed by the classroom teacher during parent phone calls and/or parent conferences. If unexcused tardies persist, a medical or other documentation will be requested by administration. SSW will provide an alarm clock (if available) to those students who are tardy due to oversleeping.	1.2. Social Worker Guidance Counselor PSLT Administrator Teachers	1.2. Data will be reviewed	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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**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**
1. Suspension Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3.The total number of out of school suspensions will decrease by 10% 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of In –School Suspensions **0** 2012 Total Number of Students Suspended In-School **0** 2012 Number of Out-of-School Suspensions **36** 2012 Total Number of Students Suspended Out- of- School **23**	2013 Expected Number of In- School Suspensions **0** 2013 Expected Number of Students Suspended In -School **0** 2013 Expected Number of Out-of-School Suspensions **34** 2013 Expected Number of Students Suspended Out- of-School **20**	1.1. Teachers need to have common school – wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior.	1.1. Classroom Teachers will recognize students for positive behavior during the nine weeks Tiger Awards. Guidance Counselor will provide monthly classroom sessions focusing on character education.	1.1. - Leadership team will review data on office discipline referrals and suspensions.	1.1. - Administration and special service team will review data on office discipline referrals and suspensions and determine the number /percent of students with 2 out of school suspensions. The team will review suspension data on a regular basis and report progress to PSLT monthly.	1.1. Suspension and/or referral report.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

End of Suspension Goals

Parent Involvement Goal(s)

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

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

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1.	1.1. Elementary students will engage in 150 minutes of physical education per week in grades Kindergarten to fifth grade.	1.1. Administrators	1.1. Class schedules	1.1. Classroom teachers document in lesson plans the ninety minutes of teacher directed PE that students have per week.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness	2012 Current Level :* **70%**	2013 Expected Level :* **77%**					School master schedule reflects sixty minutes of the mandated

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 70% on the Pretest to 77% on the posttest						150 minutes of PE given by Physical Education Teachers.
			1.2. Health and Physical activity initiatives developed and implemented by the schools HEART team	1.2. HEART team	1.2. HEART Team notes	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
		1.3.	1.3. Use of playground or fitness course equipment walk/jog/run activities in designated areas.	1.3. PE teacher	1.3. Lesson plans of PE Teachers	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)		**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1.	1.1.	1.1.	1.1.	1.1. Newsletters Family Engagement Plan School Climate Survey
Continuous Improvement Goal #1: The percentage of parents who strongly agree with the statement that "I am aware of SAC and its role" will increase from 71.9% to	2012 Current Level :* **71%**	2013 Expected Level :* **75%**	Lack of advertising SAC sponsored events.	-During all family events, announcements will be made to recognize the SAC contributions to the event. The phrase "SAC sponsored	Who Administration SAC Chair How	Feedback from parent surveys	

75%				events" will appear on all flyers promoting school family events.	Family night event flyers		
			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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: No data since fewer than 10 students	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment:** Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: No data since fewer than 10 students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 34% to 37%	2012 Current Percent of Students Proficient in Listening/Speaking: **34%**	1.1.	1.1. SEE READING ELL GOAL 5C.1,5C.2,5C.3 and 5C.4	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading. CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 25% to 28%	2012 Current Percent of Students Proficient in Reading : **25%**	2.1.	2.1. SEE READING ELL GOAL 5C.1,5C.2,5C.3 and 5C.4	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing. CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 20% to 23%	2012 Current Percent of Students Proficient in Writing : **20%**	2.1.	2.1. SEE READING ELL GOAL 5C.1, 5C.2,5C.3 and 5C.4	2.1.	2.1.	2.1.
		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 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
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9). Mathematics Goal F: No data since fewer than 10 students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	F.1.	F.1.	F.1.	F.1.	F.1.
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

G. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: No data since fewer than 10 students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary, Middle <mark>and High</mark> Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**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**
J. Florida Alternate Assessment: **Students scoring at proficient in science (Levels 4-9).**			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: No data since fewer than 10 students.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: No data since fewer than 10 students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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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**	**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**
STEM Goal #1: Implement/expand project/problem-based learning in math and science.	1.1. Need common planning time for math and science teachers.	1.1. -Science Olympics -STEM Fair Projects -Design challenges on Inquiry Mondays during second semester. -Increase effectiveness of lessons through Inquiry Monday implementation.	1.1. Who Administrators Science and Math Resource Teachers Administrative Walkthroughs, Student Interactive Notebooks, and Observations.	1.1. Administrative walk throughs	1.1. Student design projects. STEM Fair projects Science Olympics
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Mondays Overview	k-5	Science Resource Teacher	k-5 teachers	First semester	Administrator walkthroughs	Administrators

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	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
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 2 in 2011-2012 to 3 in 2012-2013.	1.1.	1.1. Provide field trips to local businesses.	1.1. Administrators Logs	1.1. Review each semester	Great AmericanTeach-In Speakers and SERVE speakers.
	1.2.	1.2. . Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In and SERVE.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

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

x☐ Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 4.1	Food and student incentives to support the extended learning program (ELP)	$200.00	$280.69
Reading Goal 1.1, Math Goal 1.1, Writing Goal 1.1, Science Goal 1.1	One $25 Sweetbay Supermarket gift cards for giveaway at family events	$100.00	$100
Reading Goal 1.1	Student Incentives for FCAT/ SAT testing	$250.00	$296.58
Parent Involvement Goal 1.1	Mom's breakfast food purchase	$150.00	$53.46
Parent Involvement Goal 1.1	Dad's breakfast food purchase	$150.00	$25.00
Reading ELL Goal 5C.1	PAC family Meetings two $25 Sweetbay Supermarket gift cards for giveaway	$50.00	$25.00
Attendance Goal 1.1	Two $25 Sweetbay Supermarket giftcards to be held in our Family Emergency Fund	$50.00	-
School Improvement coordinator position	Gather data, support, coordinate monitoring of all activities related to SIP	$827.32	$827.32
Writing goal 1.1	Veterans Day essay contest		$20.00

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

Reading goal 3.1	5th Grade Graduation Banquet (Publix)	-	$155.15
Health & Fitness Goals 1.1/ Attendance goal 1.1	School Field Day supplies/ Kindergarten Spring Splash Event	-	$170.76
Final Amount Spent			$1953.96