FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: KINGSWOOD ELEMENTARY SCHOOL

District Name: Hillsborough

Principal: Amber Statham

SAC Chair: Cara von Ancken

Superintendent: MaryEllen Elia

Date of School Board Approval:

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's 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)	# of Years at Current School	# 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	Amber Statham	Master of Science in Educational Leadership Bachelor of Arts in Elementary Education ESOL	5	7	11/12: B 10/11: A 92% AYP 09/10: B 67% AYP 08/09: A 79% AYP 07/08: B 100% AYP
Assis Principal	Ron Smiley, Ed.S.	Master of Arts in Varying Exceptionalities (K – 12) Education Specialist (Ed.S) in Education Leadership Elementary Education (K-6) ESOL	3	3	11/12: B 10/11: A 92% AYP

INSTRUCTIONAL COACHES

List your school's 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)	# of Years at Current School	# 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	Kristina Teeter	Elementary Education (K-6) ESOL Endorsement	2	2	11/12: B 10/11: A 92% AYP

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	6. District Peer Program	District Peers	Ongoing	
2	1. Teacher Interview Day	General Directors	June	
3	2. Recruitment Fairs	Supervisor of Teacher Recruitment	June	
4	3. MAP	Supervisor of Data Analysis	July	
5	4. Performance Pay	General Director of Federal Programs	July	
6	5. District Mentor Program	District Mentors	Ongoing	
7	7. School-based teacher recognition system	Amber Statham , Principal	Ongoing	
8	8. Opportunities for teacher leadership	Amber Statham , Principal	Ongoing	
9	9. Regular time for teacher collaboration	Amber Statham , Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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
Teachers • 6 out of field	Administrators Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) Academic Coach • The coach co-plans,

	models, co-teaches, observes and conferences with the teacher on a regular basis Subject Area Leader/PLC • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
57	7.0%(4)	42.1%(24)	29.8%(17)	21.1%(12)	17.5%(10)	89.5%(51)	7.0%(4)	0.0%(0)	64.9%(37)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
Tamara Craddock	Chelsea Brady	Ms. Craddockis a mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Tamara Craddock	Amanda DeBrielle	Ms. Craddockis a mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Tamara Craddock	David Grant	Ms. Craddockis a mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Tamara Craddock	Amy Hoover	Ms. Craddockis a mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

		achievement.	
Tamara Craddock	Holly Roberts	Ms. Craddockis a mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Tamara Craddock	Julian Vogt	Ms. Craddockis a mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Tamara Craddock	LaChambra Wright	Ms. Craddockis a mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the

McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

We utilize information from students in Head Start to transition into Kindergarten.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes:
• Principal *
• Assistant Principal*
• Guidance Counselor*
• School Psychologist *
• Reading Coach*
• ESE Team Leader*
• SAC Chair
• Social Worker
• ELL Representative
• Grade Level Teachers

*Designates "core" team members. Other members will be invited to attend on an as-needed basis based on the goals for the meeting.

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

The RtI Leadership Team functions as a committee that assesses, defines problems, develops plans of intervention, and evaluates decisions related to providing high quality instruction/intervention to address academic/behavioral issues with the goal being that all students will meet AYP. The decision making process is guided by a problem solving model that is reliant on data. The RtI Leadership Team will consult with other school teams in order to solicit input and/or feedback when making decisions.

The RtI Leadership Team will meet, minimally, on a bi-weekly basis to:

- Oversee and monitor the provision of academic/behavioral services at all levels (Tier 1, Tier 2, Tier 3)
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Create, manage, and update the school resource map
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

o Tutoring during the day in small group pull-outs in reading, math and science
o Extended Learning Programs during and after school
o Saturday Academies
o Intensive Reading and Math classes
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
o Implementation and support of PLCs
o Use of school-based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
o Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
o Use of Common Core Assessments at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.

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 School Improvement Plan is the working document that guides the work of the PSLT. Members of the school-based RtI Leadership Team collaborate with faculty and provide relevant information, in their personal areas of expertise, in order to develop and implement the SIP. The RtI Problem-solving process is applied when developing and implementing the SIP in that the results of prior goals and objectives are evaluated with the use of data. The efficacy of prior plans is then used to guide the hypothesis generation and subsequent intervention development that is listed on the current years' plan. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator Strategy Fidelity Check Strategy Data Check

Not Evident Teacher monitoring indicates strategy implementation has not begun. Student data indicate that strategy implementation is showing no positive effect on student achievement.

Emerging Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.
Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

Operational Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.
Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.

Highly Functional Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented. Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

MTSS Implementation

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

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)
Data Source Database Person (s) Responsible

FCAT released test Sagebrush (IPT) PSLT, APEI
Baseline and Midyear District Assessments Scantron Achievement Series PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science Scantron Achievement Series

PSLT, PLCs, individual teachers
Program Generated Assessments Software Individual teachers

FAIR Progress Monitoring and Reporting Network
Reading Coach/PLCs
CELLA Sagebrush (IPT) ELL PSLT Representative
Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources Subject Area Generated Database Individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks Subject Area Generated Excel Database Individual teachers
*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:
• Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
• Determine which skills need to be taught with alternative strategies.
• Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
• Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

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 from adopted curriculum resource materials) School Generated Database in Excel PSLT/ ELP Facilitator
FAIR OPM School Generated Database in Excel PSLT/ Reading Coach
Ongoing assessments within Intensive Courses
Database provided by course materials (for courses that have one), School Generated Database in Excel PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** (see below) School Generated Database in Excel PSLT/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:
• assess the same skills over time
• have multiple equivalent forms
• are sensitive to small amounts of growth over time

Describe the plan to train staff on MTSS.

Staff received district approved PS/RtI trainings over the course of several faculty meetings during the 2009-2010 and 2010-2011 school year. As additional district trainings are developed, they will be provided to staff during Tuesday faculty meetings. During the 2011-2012 school year, a PS/RtI Skills Survey will be administered to staff in order to help guide professional development. Subsequent administrations of this survey will be used to monitor training effectiveness and guide subsequent trainings. Additionally, areas of concern discussed by the PSLT may be addressed via further trainings at the staff, PLC, or individual level as needed. The Problem Solving Leadership Team will continue to work to build consensus with

all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. New staff will be assessed to ascertain their knowledge of PS/RtI and directed to participate in relevant trainings as they become available. Our area RtI Facilitator will be invited to provide on-site coaching and support to our PSLT/PLCs as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:
• Amber Statham, Principal
• Kristina Teeter, Reading Coach
• Darby Embry, Kindergarden
• Stephanie Holtkamp, 1st Grade
• Laura Lyons, 2nd Grade
• Robert Ewing, 3rd Grade
• Blanche Ryan, 4th Grade
• Jerome Haynes, 5th Grade
• Deb Corsaut, ESE

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

The Literacy Leadership Team (LLT) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

Amber Statham, Principal is the LLT chairperson. The reading coach (Kristina Teeter) is a valuable member of the team and provides expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

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

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

• Ongoing data analysis
• Co-planning, modeling, and observation of research-based reading strategies within lessons across the content areas and grade levels
• Professional development
• Implementation and evaluation of the SIP reading strategies across the content areas

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/4/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

In Hillsborough County Public Schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS

(Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessment 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 Dr. Eric J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness, and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten at Kingswood Elementary include Kindergarten Roundup. This event provides parents with an opportunity to meet the teachers and hear about the academic program as. Parents are encouraged to complete the school registration procedure at this time to ensure that their child is able to start school on time.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2012 FCAT Reading will increase from 75% (232) to 78% (236).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (232)	78% (236)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 - Teachers misunderstanding of the role that fluency plays in reading achievement. -The misnomer that fluency is only defined as words correct per minute. - Evaluation of fluency beyond words correct per minute. -Teachers are at various skill levels in understanding how to provide fluency intervention to impact all prosodic elements.	1.1 Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Student's reading fluency will improve through the use of appropriate teaching techniques centered on prosody (phrasing, rate, punctuation/intonation, expression). Action Steps 1. As a Professional Development activity in their PLCs, teachers study the 2010 revised HCPS fluency rubric to become familiar with all prosodic elements (phrasing, rate, punctuation/intonation, expression) and expected grade level fluency norms. 2. Teachers pretest using an appropriate level passage and the HCPS fluency rubric with grade level fluency norms. 3. PLCs come together to compare data and identify trends. 4. Teachers design differentiated fluency lessons to target the needs of whole group, small group, and individuals and establish appropriate timelines. 5. Teachers implement the identified effective	1.1 Who -Principal -Assistant Principal -Reading Coach -Reading Contact Teacher -PLC Facilitators How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing decided upon strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. Monitoring data will be reviewed every nine weeks.	1.1 PLCs will review student data (FAIR and OPM) periodically during each nine week period to identify instructional strategies that have developed positive trends in fluency. PLC facilitators will share data and strategies with the problem-solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks and provide support to teachers in implementing effective strategies for teaching fluency in the classroom.	1.1 3x per year - Broad screen/Maze/OPM for fluency During the nine weeks -HCPS Fluency rubric with appropriate level text and expected grade level fluency norms.

		fluency lessons in classroom instruction. 6. Teachers post test using an appropriate level text along with the HCPS fluency rubric and expected grade level fluency norms. 7. Teachers bring assessment data back to PLCs to decide the next focus for instruction. 8. PLCs record their work in the PLC logs.			
2	1.2 -Teachers are in the process of learning how to utilize a new strategy: Reciprocal Teaching -Teachers are still in the process of learning how to develop HOT questions.	1.2 Tier 1- The purpose of this strategy is to strengthen the core curriculum. Students reading comprehension will improved through the use of Reciprocal Teaching strategies and Higher Order questioning in the classroom. Action Steps: 1) Teacher will work with their grade level to plan lessons that incorporate reciprocal teaching strategies and higher order questioning. 2) As a professional development activity in PLCs, teachers will discuss both sucesses and concerns related to reciprocal teaching and higher order questioning in the classroom. 3) Teachers will work with their reading coach, PLCs, and grade level teams to design effective lessons that incorporate reciprocal teaching and higher order questioning. 4) Reading coach will provide ongoing training as needed in both areas.	1.2 Who -Principal -AP -Reading Coach -Reading Contact -Teachers -PLC Facilitators How Use of reciprocal teaching strategies and higher order questioning will be discussed at PLCs and during Reading Leadership meetings monthly. Through PLCs and grade level team meetings teachers will identify and share effectice uses of reciprocal teaching and higher order questioning to help impact instruction across the curriculum.	1.2 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and discuss the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	3 x per year -FAIR During the nine weeks -Unit Assessments
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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		The fact that our school is highly transient.	Teachers are teaching with rigor the NGSSS Access Points.	Who -Principal -Assistant Principal -ESE Team Lead -ESE Teachers	OPM's and curriculum maps	Florida Alternative Assessment (FAA)x 1 per year

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, the percentage of Standard Curriculum students scoring a level 4 or higher on the 2012 FCAT Reading will increase from 42% (98) to 45% (102).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (98)	45% (102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 -Teachers vary in knowledge in how to differentiate instruction for above level readers within the Reader's Workshop model. - Teachers vary in knowledge regarding the identification and use of effective progress monitoring/evaluation tools for readers above proficiency.	2.1 Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Student's reading comprehension, fluency, and vocabulary will increase through use of: -Reciprocal Teaching -Increased time for student's independent reading, -exposure to multiple genres, -students responding critically to text, -instruction in & use of higher order thinking strategies, -ongoing assessment through individual student conferencing. Action Steps: 1. Identify students performing above proficiency (FCAT, FAIR, and DRA2). 2. Administer teacher training/resource needs assessment to determine support plan. 3. Schedule training and plan for resources. 4. Grade level PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring comprehension, fluency, and vocabulary.	2.1 Who -Principal -Assistant Principal -Reading Coach -Reading Contact Teacher -PLC Facilitators How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs -Evidence of strategy in teacher's lesson plans seen during administration walk-throughs -Monitoring data will be reviewed every nine weeks.	2.1 PLCs will review evaluation data at weekly PLC meetings. PLC facilitator will share data with the Problem-Solving Leadership Team. The Problem-Solving Leadership Reading/ Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1 3x per year -FAIR Broad screen/Maze/OPM During nine weeks -Student's written responses reflecting higher order thinking -Macmillan/McGraw-Hill Fluency Assessment -Student Independent Reading Conference Forms -Comprehension Strategy Assessments

| | | 5. Teachers administer student interest surveys and progress monitoring assessment to determine base-line data and areas of strength and need.
6. Implement the above listed strategies.
7. Grade level PLCs reconvene after 2 weeks to discuss progress of implementation.
8. As a Professional Development activity in their PLCs, teachers discuss student progress.

9. Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction.
10. PLCs record their work in the PLC logs. | | | |

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, the percentage of All Curriculum students making learning gains on the 2011 FCAT Reading will increase from 68%(205) to 71% (214).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (205)	71% (214)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers are proficient in implementing Reciprocal Teaching, as it is a new strategy.	3.1 Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Student's reading skills will improve through participation in Higher Order Thinking activities. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans. Teachers will incorporate Reciprocal Teaching Strategies into the Reader's Workshop model to increase student comprehension of grade level text. Action Steps: 1. Reading Coach/Resource will provide on-going training in Higher Order questioning and Reciprocal Teaching. 2. As a Professional Development activity in their PLCs, teachers will discuss Higher Order Thinking and Reciprocal Teaching strategies and how they can be implemented in upcoming lessons. 3. Teachers implement the targeted Higher Order questioning and Reciprocal Teaching strategies in their lessons. 5. Teachers implement common assessments. 6. Teachers bring assessment data back to the PLCs. 7. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes. 8. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation. 9. PLCs record their work in logs.	3.1 Who Teacher Principal Assistant Principal Reading Coach Reading Contact How Monitored -PLC logs turned into administration. Administration provides feedback. Monitoring data will be reviewed every nine weeks. -HCPS Informal Observation Pop-In Form (EET tool) (HOTs strategy on the form.)	3.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and discuss the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	3.1 3x per year - FAIR During the nine weeks - Unit assessments

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	N/A

	Reading Goal #3b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>3.2</td><td></td><td>3.2
Who
-Principal
-Assistant Principal
-ESE Team Lead
-ESE Teachers</td><td>3.2</td><td>3.2</td></tr>
</table>

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2011 FCAT Reading will increase from 54% (18) to 59% (22).

2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (18)	59% (22)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td></td>
<td>4.1.
-Teachers vary in knowledge in how to differentiate instruction for below level readers within a Reader's Workshop model.
- Teachers vary in knowledge regarding the identification and use of effective progress monitoring/evaluation tools for readers below proficiency.
-Teachers vary in knowledge regarding iii (Intermediate Intensive Interventions)</td>
<td>4.1.
Tier 2/3 - Student's reading comprehension will improve through implementation of 30 minutes of supplemental instruction during the daily iii (Immediate Intensive Interventions) time (which includes both lessons and assessments).

Action Steps:
1. Identify students performing below proficiency (FCAT, FAIR, and DRA2).
2. PSLT will create a resource map of interventions for Tiers 2 and 3 that teachers can use when planning for individual student needs.
3. Administer teacher training/resource needs assessment to determine support plan.</td>
<td>4.1.
Who
Reading Coach
Reading Contact
Psychologist
AP
Principal
Reading Leadership Team
PSLT
PLC facilitators
Teachers

How
-PLC logs turned into administration. Administration provides feedback.

-Classroom walk-throughs observing this strategy.
-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</td>
<td>4.1.
Teachers analyze mini assessment data on skills taught/reviewed during iii time. Teachers review data at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</td>
<td>4.1.
3x per year
- FAIR

During the nine weeks
-Mini assessments
- K-12 Curriculum Based Measurement (CBM) (From District RtI/Problem Solving Facilitators.)</td>
</tr>
</table>

		4. Schedule training and plan for resources. 5. PSLT, Reading leadership team, and grade levels PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring comprehension, fluency, and vocabulary. 5. Teachers administer progress monitoring assessment to determine base-line data and areas of strength and need. 7. Grade level PLCs meet to disucss implementation of triple iii strategies and data collected for progress monitoring. 8. Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. 10. PLCs record their work in the PLC logs.	-Monitoring data will be reviewed periodically throughout the nine weeks through grade level PLCs and RTI meetings as needed.		

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, 79% of the following All Curriculum student subgroups will score a level 3 or higher on the on the 2011 FCAT Reading or the percentage of non-proficient students will decrease by 10%. (Safe Harbor Targets: White - 75%, Black - % and Hispanic - %)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 78% Black: 67% Hispanic: 62% Asian: n/a American Indian: n/a	White: 81% Black:70% Hispanic: 65% Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A.1 - Lack of understanding of how to implement the Continuous Improvement	5A.1 Tier 1 - The purpose of this strategy is to strengthen the core	5A.1 Who -Principal -Assistant Principal	5A.1 PLC unit assessment data will be recorded in PLC logs.	5A.1 3x per year - FAIR On-going Progress

	1	Model with the core curriculum. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	curriculum. Student's reading comprehension will improve through teachers using C-CIM (Core Continuous Improvement Model) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.	-Reading Coach -Reading Contact Teacher -PLC Facilitators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teacher's lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. -Monitoring data will be reviewed every nine weeks.	PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	Monitoring in comprehension During the nine weeks -Mini assessments - K-12 Curriculum Based Measurement (CBM) (From District RtI/Problem Solving Facilitators.)

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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	English Language Learners (ELL) will improve their progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

41% (27)		44%(29)		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B.1 -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction.	5B.1 Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Student's reading skills will improve through participation in Higher Order Thinking activities. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans. Action Steps: 1. Reading Coach/Resource will provide on-going training in HOTS. 2. As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons. 3. Teachers implement the targeted higher order questioning strategies in their lessons. 4. Teachers implement the common assessments. 5. Teachers bring assessment data back to the PLCs. 6. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes. 7. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation. 8. PLCs record their work in logs.	5B.1 Who Teacher Principal Assistant Principal Reading Coach Reading Contact How Monitored -PLC logs turned into administration. Administration provides feedback. Monitoring data will be reviewed every nine weeks. -HCPS Informal Observation Pop-In Form (EET tool) (HOTs strategy on the form.)	5B.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and discuss the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5B.1 3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - Unit assessments
5B.2 -Teachers are in the process of learning to effectively use the 5 day vocabulary plan	5B.2 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Student reading comprehension will improve through a deeper understanding of tier 2 and tier 3 vocabulary words. Teachers will utilize the 5 day vocabulay plan to	5B.2 Who Reading Coach Teachers PLCs AP How -PLC logs turned into adminstaration. -Adminstration will	5B.2 PLCs will meet periodically to discuss implementation of 5 day vocabulary plan. Teachers will share data and evidence of learning and use this data to plan future instruction. PLC facilitators will share data with PSLT and Reading Leadership team	5B.2 3x per year - FAIR During the 9 weeks ongoing progress monitoring by teacher

1

2		acheive this goal. Action Steps 1. Teachers will work with their grade level teams to identify tier 2 and tier 3 words for instruction. 2. Teachers will use the 5 day vocabulary plan weekly. 3. Teachers will asses students to determine if deep understanding of words has been achieved. 4. Reading Coach will provide training and/or modeling as needed.	provide feedback. -Evidence of 5 day vocabulary in teacher lesson plans. -Walkthroughs by administration to observe use of 5 day Vocabulary Plan. -Monitoring data will be reviewed every nine weeks.	so that positive trends can be identified.	

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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities (SWD) will improve their progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (19)	41% (20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1 -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Teachers are still in the process of learning how to implement reciprocal teaching.	5C.1 Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Student's reading skills will improve through participation in Higher Order thinking activities. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans. Teachers will incorporate Reciprocal Teaching strategies into the Reader's Workshop Model to increase student comprehension of grade level text. Action Steps: 1. Reading Coach/Resource will provide on-going training in Higher Order questioning and Reciprocal Teaching as needed. 2. As a Professional	5C.1 Who Teacher Principal Assistant Principal Reading Coach Reading Contact How Monitored -PLC logs turned into administration. Administration provides feedback. -Monitoring data will be reviewed every nine weeks. -HCPS Informal Observation Pop-In Form (EET tool) (HOTs strategy on the form.)	5C.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and discuss the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5C.1 3x per year - FAIR During the nine weeks - Unit assessments

1			Development activity in their PLCs, teachers discuss Higher Order thinking and Reciprocal Teaching strategies and how they can be implemented in the upcoming lessons. 4. Teachers implement the targeted higher order questioning and Reciprocal Teaching strategies in their lessons. 5. Teachers implement common assessments. 6. Teachers bring assessment data back to the PLCs. 7. PLCs study specifically student's responses to the higher order questions to assess students' higher order thinking processes. 8. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation. 9. PLCs record their work in logs.			
2		5C.2 -Teachers vary in knowledge in how to differentiate instruction for below level readers within a reader's workshop model. -Teachers vary in knowledge regarding the identification and use of effective progress monitoring/evaluation tools for reader's below proficiency or students with disabilities. -Teachers vary in knowledge regarding iii (Intermediate Intensive Interventions).	5C.2 Student's reading comprehension will improve through implementation of 30 minutes of supplemental instruction during the daily iii (Immediate Intensive Interventions) time (which includes both lessons and assessments). Action Steps: 1. Identify students the needs of students performing below proficiency. 2. PSLT will create a resource map of interventions for Tier 3 that teachers can use when planning for individual student needs. 3. Administer teacher training/resource needs assessment to determine support plan. 4. Schedule training and plan for resources. 5. PSLT, Reading leadership team, and grade levels PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring comprehension, fluency, and vocabulary. 5. Teachers administer progress monitoring assessment to determine base-line data and areas of strength and need.	5C.2 Who Reading Coach Reading Contact Psychologist AP Principal Reading Leadership Team PSLT PLC facilitators Teachers How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed periodically throughout the nine weeks through grade level PLCs and RTI meetingsas needed.	5C.2 Teachers analyze mini assessment data on skills taught/reviewed during iii time. Teachers review data at PLC meetings. PLC facilitator will share data with Problem Solving leadership team. The PSLT/Reading leadership team will review assessment data for positive trends at a minimum of once per nine weeks.	5C.2 3x per year - FAIR During the nine weeks: -Mini assessments -K-12 Curriculum Based Measurement (CBM)

| | | 7. Grade level PLCs meet to disucss implementation of triple iii strategies and data collected for progress monitoring. 8. Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. 10. PLCs record their work in the PLC logs. | | | |

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged (ED) students will improve their progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (20)	36% (22)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td>1</td>
<td>5C.1
-Not all teachers know how to identify student needs from assessments administered to students.

-Not all teachers know how to ask higher order/open-ended questions during instruction.
-Teachers are still in the process of learning how to implement reciprocal teaching.</td>
<td>5C.1
Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Student's reading skills will improve through participation in Higher Order thinking activities. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans. Teachers will incorporate Reciprocal Teaching strategies into the Reader's Workshop Model to increase student comprehension of grade level text.

Action Steps:
1. Reading Coach/Resource will provide on-going training in Higher Order questioning and Reciprocal Teaching as needed.
2. As a Professional Development activity in their PLCs, teachers discuss Higher Order thinking and Reciprocal Teaching strategies and how they can be</td>
<td>5C.1
Who
Teacher
Principal
Assistant Principal
Reading Coach
Reading Contact

How Monitored
-PLC logs turned into administration. Administration provides feedback.

-Monitoring data will be reviewed every nine weeks.
-HCPS Informal Observation Pop-In Form (EET tool) (HOTs strategy on the form.)</td>
<td>5C.1
PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment.

PLCs will review unit assessments and discuss the increase in the number of students reaching at least 80% mastery on units of instruction.

PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</td>
<td>5C.1
3x per year
- FAIR

During the nine weeks
- Unit assessments</td>
</tr>
</table>

implemented in the upcoming lessons. 4. Teachers implement the targeted higher order questioning and Reciprocal Teaching strategies in their lessons. 5. Teachers implement common assessments. 6. Teachers bring assessment data back to the PLCs. 7. PLCs study specifically student's responses to the higher order questions to assess students' higher order thinking processes. 8. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation. 9. PLCs record their work in logs.	

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	English Language Learners (ELL)students will improve their progress in listening/ speaking by 3%.

2012 Current Percent of Students Proficient in listening/speaking:
41% (97)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.2 -Teachers are in the process of learning to effectively use the 5 day vocabulary plan	5B.2 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Student reading comprehension will improve through a deeper understanding of tier 2 and tier 3 vocabulary words. Teachers will utilize the 5 day vocabulay plan to acheive this goal.

Action Steps
1. Teachers will work with their grade level teams to identify tier 2 and tier 3 words for instruction.
2. Teachers will use the 5 day vocabulary plan weekly.
3. Teachers will asses students to determine if deep understanding of words has been achieved.
4. Reading Coach will provide training and/or modeling as needed. | 5B.2 Who Reading Coach Teachers PLCs AP

How
-PLC logs turned into adminstaration.
-Adminstration will provide feedback.
-Evidence of 5 day vocabulary in teacher lesson plans.
-Walkthroughs by administration to observe use of 5 day Vocabulary Plan.
-Monitoring data will be reviewed every nine weeks. | 5B.2 PLCs will meet periodically to discuss implementation of 5 day vocabulary plan. Teachers will share data and evidence of learning and use this data to plan future instruction. PLC facilitators will share data with PSLT and Reading Leadership team so that positive trends can be identified. | 5B.2 PLCs will meet periodically to discuss implementation of 5 day vocabulary plan. Teachers will share data and evidence of learning and use this data to plan future instruction.

PLC facilitators will share data with PSLT and Reading Leadership team so that positive trends can be identified. |

Students read in English at grade level text in a manner similar to non-ELL students.
2. Students scoring proficient in reading.

CELLA Goal #2:	English Language Learners (ELL) students will improve their progress in reading by 3%.

2012 Current Percent of Students Proficient in reading:

33% (97)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	English Language Learners (ELL)students will improve their progress in writing by 3%.

2012 Current Percent of Students Proficient in writing:

20% (97)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Math will increase from 69% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%	72%

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers are able to attend mathematics trainings on dates available by the district.	1.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in HOTS activities. Teachers will analyze data, plan instruction based on data, include HOT questions designed to increase rigor in lesson plans. Action Steps: 1.Offer Assessment and Data Analysis in the Elementary Mathematics Classroom training 2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 3.Take strategies learned from training and discuss in PLC 4. As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons. 5. Teachers implement the targeted higher order questioning strategies in their lessons. 6. Teachers implement the common assessments. 7. Teachers bring assessment data back to	1.1 Who Teacher Principal AP Math Resource/Contact District Math Team Generalist How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Elementary Mathematics Walk-through Form (available from Elementary Math)	1.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores 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 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings Individual site support is provided as needed based on data.	1.1 2x per year District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test During the Nine Weeks -Chapter Tests -Benchmark mini assessments

| | | the PLCs.
8. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes.
9. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation.
10. PLCs record their work in the PLC logs. | -Mathematics PLC Recording Document (available from Elementary Math) | | |

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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Math will increase from 25% to 28%..
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	28%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS.	2.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons designed to	2.1 Who Teacher Principal AP Math Resource/Contact District Math Team	2.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson	2.1 2x per year District Baseline and Mid-Year Testing -BOY test -MYT tests

		increase knowledge of depth and rigor of content. Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks. Action Steps: 1. Show teachers how to access www.floridastandards.org link. 2. Model for teachers how to use website. 3. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction. 4. As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks. 5. Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. 6. Teachers implement the common assessments. 7. Teachers bring assessment data back to the PLCs. 8. Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. 9. Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. 10. PLCs record their work in the PLC logs.	Generalist How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with rigor and depth. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Elementary Mathematics (available from Elementary Math) Walk-through Form -Mathematics PLC Recording Document (available from Elementary Math)	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 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. District Math Team- Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings Individual site support is provided as needed based on data.	-EOY test During the Nine Weeks -Chapter Tests -Benchmark mini assessments
1					

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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 3-5, the percentage of All Curriculum students making learning gains on the 2012 FCAT Math will increase from 61% to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%	64%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the NGSSS	3.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of technology and hands-on activities to implement the Next Generation Sunshine State Standards. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each chapter test.) 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. 3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring	3.1 Who - Principal -Assistant Principal - Math Contact Teacher How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -HCPS Informal Observation Pop-In	3.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check Second Nine Week Check Third Nine Week Check	3.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Nine Weeks -Chapter Tests -Benchmark mini assessments

| | | assessment data back to the PLCs.
7. As a Professional Development activity, teachers use data to discuss strategies that were effective.
8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.
9. PLCs record their work in the PLC logs. | Form (EET tool).

First Nine Week Check

Second Nine Week Check

Third Nine Week Check | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 63% to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	67%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4.1 - Teachers at varying skill levels with the FCIM model. - Teachers' implementation of the	4.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve	4.1 Who Teacher Principal Assistant Principal Math Contact	4.1 -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base	4.1 2x per year District Baseline and Mid-Year Testing

1	FCIM model is not consistent across math classes. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	through teachers using the FCIM strategy on identified tested benchmark Action Steps 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. Based on the data, PLCs develop a 10 day projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum. 3. As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/assessments. 4. Teachers implement the mini lessons and mini assessments. 5. Teachers bring assessment data back to the PLCs. 6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. 7. As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period. (or schools use unit or semester test, identifying the specific skills) 8. PLCs record their work in logs.	Teacher How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Another fidelity tool will be the PLC calendars/timeline/logs of targeted skills reviewed by the administration and/or Math Coach. - PSLT will review the calendars/logs and make progress statements at the end of each nine weeks. First Nine Week Check Second Nine Week Check Third Nine Week Check	(excel spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period. First Nine Week Check Second Nine Week Check Third Nine Week Check	Semester Exams During the Nine Weeks -Benchmark mini assessments -Chapter Test - School-generated nine week assessment of all mini lesson skills covered during the nine weeks.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, 86% of the following All Curriculum student subgroups will score a Level 3 or higher on the 2012 FCAT Math or the percentage of non-proficient students will decrease by 10%. (Safe Harbor Targets: White – 80%, Black – 59% and Hispanic – 59%)
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
White: 78% Black: 54% Hispanic: 54% Asian: N/A American Indian: N/A	White: 80% Black: 59% Hispanic: 59% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1 -Not all teachers know how to promote the use of differentiated instruction to meet the needs of high achievers. -Not all teachers are aware of the best means to instruct students in the use of higher-level application of mathematics.	5A.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in Differentiated Instruction (DI) lessons. These DI lesson will provide both re-teaching and enrichment where needed. Students will be regrouped for DI lessons based on classroom performance. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional Development activity in their PLCs, teachers discuss specific DI strategies. Teachers use "The Differentiated Math Classroom: A Guide for Teachers K-8" by Miki Murray and "Now I Get It" by Sue O'Connell as resources.	5A.1 Who Teacher Principal AP Math Resource/Contact District Math Team Generalist How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with Differentiated Instruction. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the	5A.1 PLCs – Periodic (weekly or bi-weekly) 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 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. District Math Team-Monthly meetings to support progress is discussed at Resource	5A.1 2x per year District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test During the Nine Weeks -Chapter Tests -Benchmark mini assessments

	3. Based on classroom performance and the use of the Evaluation Tools listed in the last column, teachers provide DI lessons and regroup students for both re-teaching and remediation. 4. Teachers assess the skills taught in the DI lessons to ensure mastery. 5. As a Professional Development activity, in PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons. 6. Based on data, PLCs use the problem-solving process to determine next steps of DI lesson planning. 7. PLCs record their work in the PLC logs.	implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Elementary Mathematics (available from Elementary Math) Walk-through Form -Mathematics PLC Recording Document (available from Elementary Math)	Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 3-5, 80% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2011 FCAT Math or the percentage of non-proficient students will decrease by 10%. (Safe Harbor Target- 40%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (122)	58% (128)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5B.1 - Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs.	5B.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the Core-Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional	5B.1 Who -Principal -AP -Math Coach -Subject Area Leaders -Department Heads How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	5B.1 PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5B.1 2x per year District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test Semester Exams During the Nine Weeks -Chapter Tests -Benchmark mini assessments

1		Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons. 3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 4. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss strategies that were effective. 8. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class c) decide what skills need to be re-taught to targeted students (remediation and enrichment). 9. PLCs record their work in the PLC logs.	-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.		

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 3-5, 80% ELL All Curriculum students will score a Level 3 or above on the 2011 FCAT Math Test or the percentage of non-proficient students will decrease by 10% in 2010. (Safe Harbor Target- 49%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (21)	46% (23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1 - Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common	5C.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve	5C.1 Who -Principal -AP -Math Coach -Subject Area	5C.1 PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet).	5C.1 2x per year District Baseline and Mid-Year Testing

planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs.	through teachers using the Core-Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons. 3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 4. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss strategies that were effective. 8. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class c) decide what skills need to be re-taught to targeted students (remediation and enrichment). 9. PLCs record their work in the PLC logs.	Leaders -Department Heads How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.	PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	-BOY test -MYT tests -EOY test Semester Exams During the Nine Weeks -Chapter Tests -Benchmark mini assessments

(row marker: 1)

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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In grades 3-5, 80% SWD All Curriculum students will score a Level 3 or above on the 2011 FCAT Math Test or the percentage of non-proficient students will decrease by 10% in 2010. (Safe Harbor Target- 38%)
2012 Current Level of Performance:	2013 Expected Level of Performance:

31% (19)		34% (20)		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D.1 - Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs.	5D.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the Core-Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons. 3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 4. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss strategies that were effective. 8. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for	5D.1 Who -Principal -AP -Math Coach -Subject Area Leaders -Department Heads How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.	5D.1 PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5D.1 2x per year District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test Semester Exams During the Nine Weeks -Chapter Tests -Benchmark mini assessments

		the whole class c) decide what skills need to be re-taught to targeted students (remediation and enrichment). 9. PLCs record their work in the PLC logs.			

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Elementary and Middle School Science Goals

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

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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	In Grade 5, the percentage of standard curriculum students scoring a level 3 or higher on the 2012 FCAT

	Science Goal #1a:	Science will increase from 63% to 66%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	63%	66%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Not all of our teachers are trained & aware of inquiry based instruction which will encourage higher order questioning, student engagement, & accountable talk.	1.1. Strategy During PLC, teachers will research, teach & model inquiry based instruction strategies. Action Steps Instruct students using core curriculum & inquiry based methods.	1.1. Who Administration Science Contact Teachers How PLC Logs Lesson Plans Walkthroughs First Nine Week Check -PLC Logs -Chart Unit Assessments Second Nine Week Check Third Nine Week Check	1.1. PLC's will review unit assessments & chart progress of students & make corrections as necessary, looking for trends & ensuring mastery of at least 80% on units of instruction First Nine Week Check PLC Team will review assessment data for positive trends. Second Nine Week Check Third Nine Week Check	1.1. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Unit Assessments
2	1.2. Teachers are not properly trained with the use of the Achievement Series to accurately analyze student data.	1.2. Strategy Purpose is to strengthen the core curriculum by utilizing the Achievement Series. Action Steps 1.Teachers will attend District Science Trainings and share the information in their PLC's. 2.Assess progress of Achievement Series tests during PLC's.	1.2. Who Administration Science Contact Teachers How PLC Logs Lesson Plans Walkthroughs First Nine Week Check -PLC Logs -Chart Unit Assessments Second Nine Week Check Third Nine Week Check	1.2. PLC's will review unit assessments & chart progress of students & make corrections as necessary, looking for trends & ensuring mastery of at least 80% on units of instruction First Nine Week Check PLC Team will review assessment data for positive trends. Second Nine Week Check Third Nine Week Check	1.2. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Unit Assessments

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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In Grade 5, the percentage of standard curriculum students scoring a level 4 or 5 on the 2012 FCAT Science will increase from 18% to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	21%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Not all of our teachers are comfortable, trained or aware of how to ask higher order / open-ended questions during a typical lesson.	2.1 Strategy: Purpose is to strengthen the core curriculum by using H.O.T. questioning strategies. Action Steps. 1.Attend County H.O.T. trainings. 2. During PLC's, discuss strategies & how to implement into lessons. 3. Review assessment results & share in PLC's.	2.1. Who -Administration -Science Contact -Team Lead -Teacher How -PLC Logs tunred in. -Walk-through observing strategies. -Lesson Plans. First Nine Week Check -Chart Unit Assessments -Lesson Plans Second Nine Week Check Third Nine Week Check	2.1. PLC's will review unit assessments & chart progress of students & make corrections as necessary, looking for trends & ensuring mastery of at least 80% on units of instruction. First Nine Week Check PLC Team will review assessment data for positive trends. Second Nine Week Check PLC Team will review assessment data for positive trends. Third Nine Week Check PLC Team will review assessment data for positive trends.	2.1. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Unit Assessments

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

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

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:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students will score an Achievement Level 3.0 and higher in writing by 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%	90%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>1.1. N/A</td><td>1.1. N/A
Strategy

Action Steps</td><td>1.1. N/A
Who

How

First Nine Week Check

Second Nine Week Check

Third Nine Week Check</td><td>1.1. N/A

First Nine Week Check

Second Nine Week Check

Third Nine Week Check</td><td>1.1. N/A
2-3x Per Year

During Nine Weeks</td></tr>
</table>

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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate will increase from 94.92% in 2011-2012 to 95% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease from 36 in 2010-2011 to 30 in 2011-2012. -The number of students who have 10 or more unexcused tardies to school throughout the school year will remain the same 0 in 2011-2012 and stay at 0 in 2012-2013.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.92%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
36	30
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0	0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1. The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives	1.1. AP will run Attendance/Tardy meetings every 20 days with appropriate reports AP will maintain data base Social Worker Guidance Counselors	1.1. Administration Team and subset of PSLT will examine data monthly	1.1. Attendance Report Tardy Report Attendance Plan
2	1.2. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.2. When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student	1.2. AP will run Attendance/Tardy meetings every 20 days with appropriate reports AP will maintain data base Social Worker Guidance Counselors	1.2. Administration Team and subset of PSLT will examine data monthly	1.2. Attendance Report Tardy Report Attendance Plan

		conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.			
3	1.3 There is not a system to reinforce parents for facilitating improvement in attendance.	1.3 Tier 2 - Beginning at the 5th unexcused absence, guidance and social work collaborate to assure that a letter is sent home to parents outlining the state statue that requires parents to send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.3 Social Worker Guidance Counselor PSLT	1.3 PSLT will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children	1.3 Instructional Planning Tool Attendance/Tardy data

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The total number of In-School Suspensions will remain 0 from 2011-2012 to 2012- 2013. The total number of students receiving In-School Suspension will remain 0 from 2011-2012 to 2012-2013. The total number of Out-of-Suspensions (including ATOSS) will decrease from 3 in 2011-2012 to 0 in 2012-2013. -The total number of students receiving Out-of-School Suspension will decrease from 3 in 2010-2011 to 0 in 2011- 2012.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
1	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
5	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Few opportunities exist for students to connect and establish mentoring	1.1 Few opportunities exist for students to connect and establish mentoring	1.1 Guidance Social Worker School	1.1 A subgroup of the Problem Solving Leadership Team will	1.1 Monthly Suspension Data

1	relationships with adults at school.	relationships with adults at school.	Psychologist	review suspension data and determine the percent of student with 1 or more suspensions per semester. The Team will review suspension data monthly and report progress to PSLT monthly.	

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Implement/expand project/problem-based learning in math, science and CTE/STEM electives.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead Administrators	Administrator walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

Health and Fitness Goal
Goal:

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:	
1. Health and Fitness Goal Goal Health and Fitness Goal Goal #1:	During the 2010-2011 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 52% on the Pretest to 58% on the Posttest. Schools will enter the data after the Pretest and Posttest. Make sure the Posttest represents a minimum of a 10% increase.
2012 Current level:	2013 Expected level:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Time	1.1 Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1 Principal	1.1 Classroom walk-throughs Class schedules	1. 1 Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.
2		1.2 Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team. 1.3 Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the	1.2 H.E.A.R.T. team. 1.3 Physical Education Teacher	1.2 H.E.A.R.T. team notes/agendas 1.3 Lesson plans of Physical Education Teacher	1.2 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health. 1.3 PACER test component of the FITNESSGRAM PACER for assessing

		outdoor activities such as the ones provided in the 150 Minutes of Elem. Physical Education folder on IDEAS.			cardiovascular health.

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Health and Fitness Goal
Goal(s)

Continuous Improvement Goal:

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:

The percentage of teachers who strongly agree with the

	1. Continuous Improvement Goal Continuous Improvement Goal #1:		indicator that "teachers meet on a regular basis to discuss their student's learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 53.5% in 2012 to 63% in 2013.	
	2012 Current level:		2013 Expected level:	
	53.5% (20)		63% (23)	

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 - Not enough time to meet	1.1 PLCs will meet on all half days for additional time (Non-Standard Waiver)	1.1 Who Administration How - Administration will review PLCs logs and provide feedback.	1.1 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 PLC Facilitators will provide feedback to PLST team on progress of their PLC.
2	1.2 - Not all staff is trained in PLCs. - PLC Facilitators/Subject Area Leaders are not all trained to lead PLCs. - Difficulty making the transition for keeping meetings curriculum and student focused.	1.2 Key staff will provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/subject area/Department PLCs. A faculty study will be conducted during the first semester – "The Collaborative Teacher."	1.2 Who Principal and trained staff members How - Administration will review PLCs logs and provide feedback.	1.2 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2 PLC Facilitators will provide feedback to PLST team on progress of their PLC.
3	1.3 - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.	1.3 PLC log templates will be created that include the SIP's goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.	1.3 Who Administration Teachers who have received District training in PLCs and PLC Facilitation How - Administration will review PLCs logs.	1.3 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.3 PLC Facilitators will provide feedback to PLST team on progress of their PLC.

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Continuous Improvement Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA

Are you a reward school: ꞁ Yes ꞁ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/5/2012)

School Advisory Council

School Advisory Council (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 citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The Music Department will be purchasing musical instruments to increase student participation in the Fine Arts. This will result in student achievement and in parental involvement for our various and sundry school based activities.	$800.00
Public Address (P.A.) System to be ultized at school programs such as Terrific Kid Ceremony, Fall Festival, FCAT Family Night, as well as, our Fine Arts Festival. This system would allow parents, students, and faculty to more accurately receive information.	$550.00

Describe the activities of the School Advisory Council for the upcoming year

*Increase Parent Involvement

*Increase school grade
*Continue to foster and develop community and business partnerships

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hillsborough School District
KINGSWOOD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	69%	90%	63%	297	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	61%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	63% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Hillsborough School District
KINGSWOOD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	66%	83%	49%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	59%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	67% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					512	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested