FLORIDA DEPARTMENT OF EDUCATION

Seffner Elementary School

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Seffner Elementary	District Name: Hillsborough County Public Schools
Principal: Elizabeth D. Giles	Superintendent: Mary Ellen Elia
SAC Chair: Denise Verrill	Date of School Board Approval:

<u>Student Achievement Data:</u>

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

<u>Highly Qualified Administrators</u>

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Elizabeth D. Giles	MS Ed Leadership BA Psychology Cert. Elem. Ed 1-6 Ed Leadership all levels ESOL endorsement	1	6	11/12 Seffner A Reading 71% Math 59% 10/11 Seffner A 90% AYP 09/10 Yates B 77% AYP 08/09 Yates A 92% AYP
Assistant Principal	Rosanne Mennie	MS Ed. Leadership BA Psychology Cert. Elem Ed 1-6 Ed. Leadership ESOL endorsement	2	3	11/12 Seffner A Reading 71% Math 59% 10/11 Seffner A 90% AYP 09/10 Seffner A 95%AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Victoria Duke	BS in Elementary Education Certified K-6	2 years	3 years	2011-2012 Seffner A Reading 71% Math 59% 2010-2011 Boyette Springs B 2009-2010 Cypress Creek C

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Recruitment Fairs	District staff	June	
3. New Teacher Mentor program	District staff	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	

Non-Highly Qualified Instructors

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

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

Teachers
  5 out of field ESOL
  1 teacher out of field Autism
	Depending on the needs of the teacher, one or more of the following strategies are implemented.
	Administrators:
	Meet with the teachers four times per year to discuss progress on:
	    Completing classes needed for endorsements or additional certifications
	    Provide substitute coverage for teachers to observe other teachers
	    Discussion of what teachers learned during the observations
	Reading Coach
	  The coach co-plans, models, co-teaches, observes, and conferences with the teacher on a regular basis.
	PLC Leader
	   The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as individual teachers and PLC members can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	8% (5)	26% (16)	42% 26	23% (14)	23% (14)	100% (61)	8% (5)	3%(2)	62% (38)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Caitlin Cook	Aimee Bardelang	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristy Sheehan	Lauren Mason	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristy Sheehan	Jennifer Stratchko	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristy Sheehan	Kara Tubbs	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Bi-monthy visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristy Sheehan	Michelle Barnes	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristy Sheehan	Jessica Weaver	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristy Sheehan	Tina Camilitti	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Bi-monthly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristy Sheehan	Edgar B. Erwine	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Bi-monthly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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, and a full time reading coach, and mentors.
Title I, Part C- Migrant Not applicable
Title I, Part D The district received 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. On site course and book studies are held on campus.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers, and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs Not applicable
Nutrition Programs Not applicable
Housing Programs Not applicable
Head Start We use information from students in Head Start to transition into Kindergarten.
Adult Education Not applicable
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other Not applicable

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The leadership team includes: Elizabeth Giles, Principal Rosanne Mennie, Assistant Principal Rich Downs, Guidance Counselor Gloria P. Figueroa, School Psychologist Alisha Brill, School Social Worker Victoria Duke, Reading Coach, Parent Involvement liason Cassandra Davis, ESE Specialist Jessica Savary, On-Site Professional Developer Sheila Hays, EET Liason Susan Conley, 4th grade team leader, SIP, Task box coordinator Lydia Fayish, SES Tutoring liason
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the core Leadership Team is to: 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels. 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. The leadership team meets bi-monthly. The team's responsibilities include: - Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental, Tier 3/Intensive)   - Ensure the master schedule incorporates allocated time for intervention support at all grade levels   - Determine scheduling needs and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3.   - Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.   - Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.   - Organize and support systematic data collection (e.g., district and state assessments; during the grading period school assessments/checks for understanding; in-school surveys)   - Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT   - Strengthen Tier 1 (core curriculum) instruction through the:

1. Implementation and support of PLCs
2. Review of teacher/PLC core curriculum assessments/chapter tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT
3. Use of Common Core Assessments by teachers teaching the same grade/course (data will be collected and analyzed by PLCs and reported to the Leadership/PSLT team
4. Implementation of research-based scientifically validated instructional strategies and /or interventions.
5. Communication with major stakeholders (e.g. parents, business partners, etc.) regarding student outcomes through data summaries and conference

- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.

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 administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PSLT monitors the effectiveness of instruction and intervention by reviewing student data as well as data related implementation fidelity (teacher walk-through data).
- The Leadership Team communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts an student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team, PSLT, and PLCs all use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluation to :

  Use the problem-solving model when analyzing data:
  1. What is the problem? (Problem Identification)
  2. Why is it occurring? (Problem Analysis and Barrier Identification)
  3. What are we going to do about it? (Action Plan Design and Implementation)
  4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

  Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
  Develop and target interventions based on confirmed hypothesis
  Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g. frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g. use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
  Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
  Assess the implementation of the strategies on the SIP using the following questions:
  1. Does the data show implementation of strategies are resulting in positive student growth?

2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

Core Curriculum (Tier 1)

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)	School Generated Database in Excel	Leadership Team/ ELP Facilitator

Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)		
Differentiated mini assessments based on core curriculum assessments.	*Individual teacher data base* *PLC data base*	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses *(Middle/High)*	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	*easyCBM* School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs such as IStation, MathFirst, FCAT Explorer.	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

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

As the District's **RtI Committee/RtI Facilitators** develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, *as identified by teacher needs assessment and/or EET evaluation data,* will occur during faculty meeting times or rolling faculty meetings. *The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide*. Our school will invite our area RtI Facilitator to visit quarterly *(or as needed)* to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Elizabeth Giles, Principal Rosanne Mennie, Assistant Principal

Victoria Duke, Reading Coach
Rose Alfonso, Media Specialist
Susan Conley, Reading Resource
Gloria Webb, Writing Contact

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading and writing goals and strategies identified on the SIP.
The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.
The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership Team's support plan. Additionally, the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

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

Elementary Title I Schools Only: Pre-School Transition

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

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

opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

n/a

*High Schools Only

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

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

n/a

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

n/a

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: **Students scoring proficient in reading (Level 3-5).**			1.1. - Professional development for implementing Common Core standards and strategies as they relate to close reading of complex texts is needed. - Across subjects, not all teachers of the same grade level give the same common assessment at the end of the instructional cycle.	1.1. - Strengthen the core curriculum, with a focus on Common Core Reading strategies across the content areas. Comprehension will improve as students grapple with complex texts and actively participate during lessons that follow the Gradual Release instructional model. -Teachers need support for **identifying/selecting** complex texts and understanding how to share it effectively with all students. **Responsibility for implementation rests on all content area teachers.** **(EET Rubric: 1a, 1b, 3a, 3c, 3e)** Action Steps: Action steps for this strategy are outlined on grade level/content area PLC log. **Plan** - Within PLCs, teachers identify complex texts of appropriately challenging levels and develop questions that require close reading. - Discuss specific shared/guided reading strategies that both connect to prior lessons and prepare students for future instruction.	1.1. Who - Teacher - Principal - AP - Reading Coach - Instructional Leadership Team How - Following weekly PLC sessions, standard logs will be completed and turned into administration - Evidence of strategies in use during administrative walkthroughs and observations	1.1. Teacher Level - The classroom teacher will review students' scores to determine the number of students demonstrating proficiency towards benchmark attainment. PLC/Department Level - PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who may have students struggling in a certain area. Leadership Team Level - The PSLT will review grade level data on the	1.1. 2-3x Year -Selective use of MacMillan Weekly Comprehension Assessment/Spiral Review with additional teacher-developed, stemmed-based questions -Macmillan Benchmark Assessments -FAIR -County Formatives A, B, and C - Macmillan/McGraw-Hill Fluency Assessment -Reading Records -DRA2 -Easy CBM -Istation

Reading Goal #1:

In grades 3-5, the percentage of students scoring a level 3 or higher on the 2013 FCAT Reading will increase from 71% to 74%.

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
71%	**74%**

| | | | | - Discuss strategies for involving students in active participation such as collaborative structures and accountable talk.

- Discuss and plan ways to increase student practice and effective discourse of skills learned in the lesson.

- PLCs identify common assessment for the upcoming unit of instruction.
(EET Rubric 1a, 1b, 4d)

Do/Check

-Working collaboratively, teachers implement lessons using complex texts within the Gradual Release context, ensuring appropriate lesson pace and providing the time for students to be intellectually engaged in each stage.
(EET Rubric 3a, 3c, 3e)

-At the end of the unit, teachers administer the common assessment and provide timely feedback to students so they can use the results to enhance their learning.
(EET Rubric 3d)

Check/Act

-Teachers bring common assessment data back to PLCs.

-Based on the data, teachers reflect on their own teaching and plan for lessons that are cohesive and directly connected to assessment outcomes.
(EET Rubric 4a) | | electronic data wall and look for trends. | |
| | | | 1.2.
- Professional development would deepen teachers' knowledge base of this strategy. | 1.2 **Common Core reading strategy across all content areas:**
To effectively scaffold students' reading comprehension, teachers must develop and present **higher-order, text-dependent questions**. As students are required to support answers with text evidence, they achieve a deeper sense of the author's meaning. | 1.2. <u>Who</u>

-Teacher
-Principal
-AP
-Reading Coach
-Mentors | 1.2.

See 1.1 | 1.2.

See 1.1 |

			Action Steps	How		
			Within PLCs -Teachers plan for higher-order questions/tasks to increase lesson rigor and promote student achievement. -Teachers develop scaffolding questions/tasks to address students' anticipated needs. --Teachers examine student work to evaluate complexity of students' thinking and overall performance. -Data analysis drives future instruction. **In the classroom** -Ask questions/provide time for higher-order engagement. -Use probing questions to encourage students to elaborate/support their responses. -Invite students to "unpack" their thinking by describing their process. -Offer open-ended questions to spark quality discourse. -Scaffold questions when answers are incorrect/need clarification. -Plan to engage all students.	-Subject area PLC logs turned in to administration. -PLCs receive feedback -Progress of PLCs. discussed at Leadership Team meetings.		
		1.3. -Teachers are at varying levels of understanding how to teach vocabulary in an ongoing, intellectually engaging way that promotes acquisition. -Teachers need support to identify the appropriate texts and words to teach for effective vocabulary instruction.	1.3. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary knowledge and use will improve with strategies to include: - A specific daily time for work on vocabulary that is embedded in text. - Activities that include all learning modalities. - A routine that is familiar to students like a workshop.	1.3. **See 1.1**	1.3. **See 1.1**	1.3. 2-3x per year -FAIR Vocabulary Assessment -FAIR Ongoing Progress Monitoring Tool -Students' written work reflecting use of vocabulary taught.

			Action Steps: **Plan** -Administer teacher-training/resource- needs assessment to determine support plan. -Schedule training and plan for resources **(EET Rubric 1a, 1b, 4d)** **Do/Check** -PLCs agree on progress monitoring/evaluation tools for measuring vocabulary. -Begin implementation of vocabulary instructional routine using Tier 2 words -Assess students with progress-monitoring tools **(EET Rubric 3d)** **Check/Act** -Teachers bring common assessment data back to PLCs. -Based on the data, teachers reflect on their own teaching. -Identify trends and design lessons to target scaffolding needs and develop instructional contexts that promote rigorous vocabulary acquisition. **(EET Rubric 4a)**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1.	2.1.	2.1.	2.1.
Reading Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The percentage of students scoring a level 4 or higher on the 2013 FCAT Reading will increase from 39% to 42%..	39%	42%	See Goal 1				
			2.2. -Teachers are at varying levels of understanding how to teach vocabulary in an ongoing, intellectually engaging way that promotes acquisition -Teachers need support to identify the appropriate complex texts and words to teach for effective vocabulary instruction.	2.2. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' cross-content vocabulary acquisition will improve through close reading of complex texts that are rich in both challenging vocabulary and contextual support. Action Steps: - PLCs will recognize vocabulary needs at the enrichment level within each content area. - PLCs come to consensus on the use of common assessments: 1) vocabulary items included in end-of -unit assessment, acquisition-based activities and/or 2) quality program assessments provided in curriculum resources and materials. - As a professional development activity, PLCs study the process of scaffolding lessons to foster successful execution of complex vocabulary acquisition tasks. - As a professional development activity, PLCs design specific scaffolding lessons essential to fostering appropriate vocabulary acquisition to enrich/extend students' current level of mastery. - Teachers implement the scaffolded lessons. - Teachers administer common assessments and bring assessment data back to the PLCs, where members analyze results with attention to trends. - As a professional development activity, PLCs consider the data to determine next steps within their vocabulary instructional model. - PLCs record their work in PLC logs.	2.2. Who -Teacher - Principal - Assistant Principal - Reading Coach - Instructional and Reading Leadership teams How - PLC logs turned into administration. - Administration provides feedback. - Strategies observed being used during classroom walkthrough	2.2. Teacher Level -Reflection on lesson outcomes drives future instruction. PLC Level -Individual teacher data is aggregated across content areas for progress monitoring. -Outcomes analyzed for essential instructional shifts Leadership Team Level -Team reviews PLC action plan data. -Data determines nature and level of teacher/student support provided.	2.2 3x Per Year - FAIR During the Grading Period - Common assessments
			2.3	2.3	2.3	2.3	2.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. - Professional development in the area of planning for Differentiated Instruction before and after lessons is needed.	3.1. - Student achievement improves when teachers use ongoing student data to differentiate instruction. Action/Details **Before and during instruction of new content:** -Data from assessments and class work drives differentiated Instruction activities and groupings as teachers deliver new content. Students work in flexible groups **After Instruction:** Teachers reflect on outcomes in PLC's Teachers identify successful DI techniques. -Teachers, using a problem-solving question protocol, identify students who need re-teaching or interventions. -Teachers determine how instructions will be delivered. -Additional strategic actions steps are indicated in PLC logs.	3.1. **See 1.1**	3.1. **See 1.1**	3.1. 3x Per Year -Fair During Grading Period -Common Assessments
Reading Goal #3: Points earned from students making learning gains on 2013 FCAT Reading will increase from 64 point to 67 points.	2012 Current Level of Performance:* **64**	2013 Expected Level of Performance:* **67**					
			3.2.	3.2. **See Goal 1**	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1. **See Goals 1, 2, & 3**	4.1.	4.1.	4.1.
Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 55 points to 58 points.	**55 points**	**58 points**					
			4.2. - The Extended Learning Program(ELP) educators must target specific skills where students demonstrate weakness(based on regular classroom data) - ELP educators who collect data consistently will support the regular classroom teacher to develop accurate learning profiles of students. -As ELP educators communicate with regular classroom teachers, they may align their lesson plans more accurately, according to evidence of progress.	4.2. Strategy: - Students not yet at mastery will strengthen their reading comprehension through receiving ELP supplemental instruction on targeted skills. Action Steps: -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers develop lessons aligned with students' targeted skill needs. -ELP teachers collect progress monitoring data on a weekly basis and convey this information to the regular classroom teachers.	4.2. Who - Teacher - Principal - Assistant Principal How monitored - Administrators will review the communication logs(with data collected)	4.2. - Supplemental data shared with leadership and classroom teachers who have participating students.	4.2. -Reading records, when appropriate -EasyCBM
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** / **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							

Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. **See goals 1, 2 & 3**	5A.1.	5A.1.	5A.1.
Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 75 % in 2012 to 78%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT reading will increase from 67% to 73%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT reading will increase from 70% to 83%.	2012 Current Level of Performance:* White: 75 Black:67 Hispanic: 70 Asian: American Indian:	2013 Expected Level of Performance:* White:78 Black: 73 Hispanic: 83 Asian: American Indian:					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1. **See Goals 1, 2, and 3**	5B.1.	5B.1.	5B.1.
Reading Goal #5B: The percentage of Economically Disadvantaged	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 65% to 75%.	**65%**	**75%**					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		**NA**			
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-A structure and procedure for frequent review of students' IEPs by general education and ESE teachers is needed	Strategy:	Who	Teacher Level	2-3x per Year
The percentage of SWD scoring proficient/satisfactory on the 2012 FCAT Reading will increase from 47% to 52%.	**47%**	**52%**		- Reading achievement improves with the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. - Throughout the year, teachers with SWD review their IEPs to ensure they are implemented with fidelity. -Teachers actively improve their ability to implement IEP/SWD strategies/modifications in purposeful, sustaining ways that foster student achievement. **Action Steps**: - General Ed and /or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. - Every nine weeks the General Ed and or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. - Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. - Across all content areas, PLCs write SWD SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of SWD students will score an 80% or above on each unit of instruction.) - As a Professional Development activity in their PLCs, teachers discuss implementation of IEP strategies and modifications. - PLC teachers instruct students implementing IEP strategies and accommodations. - At the end of the unit, teachers give a common assessment identified from the core curriculum material.	- Teacher - Principal - Assistant Principal - ESE Specialist - Reading Coach - Instructional Leadership Team How monitored - IEP reports reviewed. - PLC logs turned into administration. - Administration provides feedback. - Classroom walk-throughs observing this strategy. - Evidence of strategy in teachers' lesson plans	- The classroom teacher will review students' scores to determine the number of SWD students demonstrating proficiency towards benchmark attainment. PLC/Department Level - PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who have SWD students struggling in a certain area. Leadership Team Level - The PSLT will review grade level data on the electronic data wall and look for trends.	- FAIR - County Formatives A, B, C During the Grading Period -Core curriculum assessments -Common assessments

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				- Teachers bring SWD assessment data back to PLCs. - Based on the data, teachers discuss techniques that were effective for SWD students. - Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques. -Teachers provide Differentiated Instruction to targeted students (remediation and enrichment.) - PLCs record their work in logs.			
		5D.2. -Improving the proficiency of SWD is a high priority. -Teachers need support in effective modification of core curriculum materials/assessments. -Support in how to successfully provide accommodations in an on-going manner is needed.	5D.2. <u>Strategy:</u> Reading achievement of SWD improves with the effective implementation of the Plan-Do-Check-Act model of instruction. **Actions Steps:** **Plan** Prior to a unit of instruction, Teachers determine the following: - What do we want our SWD to learn by the unit's end? -What are the correlating standards that our SWD need to learn? - How will we assess these skills? - Develop a SMART goal for the unit of instruction. **Do** - Identify high-quality resources to meet the SMART goal. - Design lessons to maximize learning of SWD.	5D.2. **See 5 D.1**	5D.2. **See 5 D.1**	5D.2. **See 5 D.1**

| | | | - Incorporate checks for understanding and scaffolding techniques throughout the unit lessons.

- Select optimal teaching strategies suited for particular SWD, based on data of prior performance.

During the Unit
- Reflect on what was successful and identify why to refine subsequent lessons (delivery, material selection, modalities).

- Analyze the data collected during the checks for understanding; revise plans according to students' feedback.

Act
- Develop plans of intervention for SWD who do not exhibit successful progress.

- Identify skills and concepts that require re-teaching/interventions.

- Devise alternative plans to approach these skills/concepts differently.

-Assess and analyze findings to reveal consequential learning needs. | | | |
| | | 5D.3 | 5D.3 | 5D.3 | 5D.3 | 5D.3 |

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading strategy discussion in PLCs	All grades	PLC leader and facilitator	All instructional personnel	On-going	Administrative walk-throughs and observations Peer Evaluator informal observations	Principal Assistant Principal Literacy Leadership Team
Book Study: Making	All grades	J. Savary	All instructional personnel	Oct. – Nov. 2012	Teacher discussion in PLCs	Teacher

					Administrative walk-throughs and observations	Principal Assistant Principal Literacy Leadership Team
Learning Visible						

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: **Students scoring proficient in mathematics (Level 3-5).**			1.1. - Teachers are at varying levels of effectively implementing Differentiated Instruction strategies. - Not all teachers understand how to maintain the District Planning Guide pace effectively when reteaching is needed. - PLC meetings with a focus on identifying and/or developing curricular materials to ensure depth and rigor is needed.	1.1. Strategy: - The purpose of this strategy is to strengthen the core curriculum. Students' skills will improve through the presentation of lessons designed to deepen content knowledge and rigor. The DOE links to the NGSSS will be used to be sure the depth and rigor of each benchmark is understood and addressed in lesson content. Action Steps: **Plan** - Team PLCs will meet two to three times monthly, with vertical PLCs to occur once per quarter. - PLCs identify the essential skills for the upcoming unit of instruction. PLCs will reflect on the following questions: *Does the assessment match the intended learning and learning targets?* (**EET Rubric 1f**) *Will we use and/or modify assessments from our adopted content materials(add/drop/modify questions)?* *How will we collect/track end-of-unit assessment data in order to evaluate student growth?* (**EET Rubric 1f and 4d**)	1.1. Who - Teacher - Principal - Assistant Principal How Monitored - PLCs turn their logs into administration with pertinent unit-of-instruction data. - PLCs receive feedback on data results regarding future instruction and support needed. - Classroom walk-throughs observing this strategy.	1.1 Teacher Level - The classroom teacher will review students' scores to determine the number of students demonstrating proficiency towards benchmark attainment. PLC/Department Level - PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who may have students struggling in a certain area. Leadership Team Level - The PSLT will review grade level data on the electronic data wall and look for trends. .	1.1. 2-3x Per Year - District Formatives(Baseline and Mid-Year) During the Grading Period - Core curriculum assessments: -BOY and EOY assessments - Mid-Chapter tests - End-of-Chapter tests
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 59% to 62%.	2012 Current Level of Performance:* **59%**	2013 Expected Level of Performance:* **62%**					

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- Teachers will be trained on how to access and utilize information and resources on the www.floridastandards.org link.

- PLC's will write SMART goals for the material taught in each grading period.

- Teachers will attend district math content trainings to increase math content knowledge.

Do/Check
- In the PLC's teachers will talk about each benchmark being taught, sharing strategies for increasing the rigor of the benchmark.
- Teachers will implement the lessons using the depth and rigor strategies.
- Teachers will implement common assessments to determine attainment of the rigorous benchmark and ensure mastery. **(EET Rubric 3d)**
- Increase on-site math trainings.

Check/Act
- Teachers will analyze assessment data to determine the effectiveness of the depth/rigor strategies that were used. **(EET Rubric 4a)**
- PLCs will discuss assessment results and use the problem solving process to determine the next steps of rigor and depth lesson plans. **(EET Rubric 1b and 1c)**
- 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 for the entire class, and c) what skills need to be re-taught to targeted students **(EET Rubric 1b and 1c)**

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		1.2.	1.2.	1.2.	1.2	1.2.
		- Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings with a focus on identifying and developing higher-order questions to deliver during lessons is needed.	Strategy: Students' comprehension of course content/standards will improve through effective implementation of higher-order thinking and questioning techniques while transacting with texts of higher complexity. Action Steps: **Plan** - Teachers will attend school-based professional development activities on higher- order questioning techniques and apply those strategies. **(EET Rubric 1a, 1b)** - PLCs will provide support in higher-order strategies by discussing and implementing strategies discussed in "Teach Like a Champion". - Teachers will probe for higher-level understanding during lessons. **(EET Rubric 4d, 4e)** **Do/Check** - Lessons will include opportunities for students to formulate higher-order thinking questions. **(EET Rubric 3b)** - Teachers respond to students' correct answers by probing for higher-level understanding during lessons. **(EET Rubric 1b, 3b, 3e)** - Increase collection of complex math literature. **Check/Act** Using the data, effective higher-order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET Rubric 1c, 1f, 4a, 4d, 4e)**	**See 1.1**	**See 1.1**.	**See 1.1**

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			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. **See Goal 1**	2.1. Strategy: - Students' comprehension of course content/standards will improve through effective implementation of higher-order thinking and questioning techniques while transacting with texts of higher complexity. Action Steps: **Plan** - Team PLCs will meet two to three times monthly, with vertical PLCs to occur once per quarter. - PLCs identify the essential skills for the upcoming unit of instruction. PLCs will reflect on the following questions: *Does the assessment match the intended learning and learning* targets? **(EET Rubric 1f)** *Will we use and/or modify assessments from our adopted content materials (add/drop/modify questions?)* *How will we collect/track end-of-unit assessment data in order to evaluate student growth?* **(EET Rubric 1f and 4d)** - Teachers will be trained on how to access and utilize information and resources on the www.floridastandards.org link. - PLC's will write SMART goals for the material taught in each grading period.	2.1. Who - Teacher - Principal - Assistant Principal	2.1. Teacher Level - The classroom teacher will review students' scores to determine the number of students demonstrating proficiency towards benchmark attainment. PLC/Department Level - PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who may have students struggling in a certain area. Leadership Team Level - The PSLT will review grade level data on the electronic data wall and look for trends.	2.1. 2-3x Per Year - District Formatives(Baseline and Mid-Year) During the Grading Period - Core curriculum assessments: -BOY and EOY assessments - Mid-Chapter tests - End-of-Chapter tests Math Journals
Mathematics Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Math will increase from 30% to 33%.	2012 Current Level of Performance:* **30%**	2013 Expected Level of Performance:* **33%**					

| | | | | - Teachers will attend district math content trainings to increase math content knowledge.

Do/Check
- In the PLC's teachers will talk about each benchmark being taught, sharing strategies for increasing the rigor of the benchmark
.
- Teachers will implement the lessons using the depth and rigor strategies.

- Teachers will implement common assessments to determine attainment of the rigorous benchmark and ensure mastery. **(EET Rubric 3d)**

- Increase on-site math trainings.

Check/Act
- Teachers will analyze assessment data to determine the effectiveness of the depth/rigor strategies that were used. **(EET Rubric 4a)**

- PLCs will discuss assessment results and use the problem solving process to determine the next steps of rigor and depth lesson plans. **(EET Rubric 1b and 1c)**

- 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 for the entire class, and c) what skills need to be re-taught to targeted students. **(EET Rubric 1b and 1c)** | | | |
| | | | 2.2.
- Teachers are at varying levels regarding how to effectively model and | 2.2. Strategy:
Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where | 2.2.
Who
- Teacher
- Principal
- Assistant Principal | 2.2.
Teacher Level
- The classroom teacher will review students' scores to determine the | 2.2.
2-3x Per Year

- District Formatives(Baseline |

		support students as they grapple with problem solving, especially when using complex texts.	teachers model for students how to read math word problems sufficiently to apply **problem-solving strategies.** Action Steps: - Teachers will attend district offered Math and Reading training as well as Problem Solving Training in Mathematics. - Teachers will use the DOE links to the NGSS and CCSSM, with a focus on benchmark depth and rigor. - PLCs write SMART goals based on each nine weeks of material. For example, during the first nine weeks, 75% of the students will score 80% or above on each unit of instruction. - As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy. - Teachers implement the lesson, modeling for students on how to read a mathematics word problem and apply problem solving strategies. - Teachers implement common assessments - Teachers bring assessment data back to the PLCs. - Teachers use the data to discuss the effectiveness of the problem solving strategies that were implemented. - Based on the data, PLCs use the problem solving process to determine next steps of problem solving strategies in word problems.	How Monitored - PLCs turn their logs into administration with pertinent unit-of-instruction data. - PLCs receive feedback on data results regarding future instruction and support needed. - Classroom walk-throughs observing this strategy.	number of students demonstrating proficiency towards benchmark attainment. PLC/Department Level - PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who may have students struggling in a certain area. Leadership Team Level - The PSLT will review grade level data on the electronic data wall and look for trends.	and Mid-Year) During the Grading Period - Core curriculum assessments: -BOY and EOY assessments - Mid-Chapter tests - End-of-Chapter tests

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		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

3. FCAT 2.0: Points for students making learning gains in mathematics.
 	
Mathematics Goal #3:
 	
Points earned from students making learning gains on the 2013 FCAT Math will increase from 73 76.
	2012 Current Level of Performance:*
	
	73 points
	
	2013 Expected Level of Performance:*
	
	76 points
		3.1.
		
		- Teachers are at varying levels of effectively implementing Differentiated Instruction strategies, especially with low-performing students
		
		- Not all teachers understand how to maintain the District Planning Guide pace effectively when reteaching is needed.
		
		- PLC meetings with a focus on identifying and/or developing curricular materials to ensure depth and rigor are needed.
			3.1.
			Strategy:
			- The purpose of this strategy is to strengthen the core curriculum. Students' skills will improve through the presentation of lessons designed to deepen content knowledge and rigor. The DOE links to the NGSSS will be used to be sure the depth and rigor of each benchmark is understood and addressed in lesson content.
			
			Action Steps:
			Plan
			- Team PLCs will meet two to three times monthly, with vertical PLCs to occur once per quarter.
			
			- PLCs identify the essential skills for the upcoming unit of instruction. PLCs will reflect on the following questions:
			   *Does the assessment match the intended learning and learning targets? (***EET Rubric 1f***)*
			
			   Will we use and/or modify assessments from our adopted content materials (add/drop/modify questions)?
			
			   *How will we collect/track end-of-unit assessment data in order to evaluate student growth? (***EET Rubric 1f and 4d***)*
			
			- Teachers will be trained on how to access and utilize information and resources on the www.floridastandards.org link.
			
			- PLC's will write SMART goals for the
				3.1.
				    Who
				-Teacher
				- Principal
				- Assistant Principal
				
				    How Monitored
				- PLCs turn their logs into administration with pertinent unit-of-instruction data.
				
				- PLCs receive feedback on data results regarding future instruction and support needed.
				
				- Classroom walk-throughs observing this strategy.
					3.1.
					Teacher Level
					- The classroom teacher will review students' scores to determine the number of students demonstrating proficiency towards benchmark attainment.
					
					PLC/Department Level
					- PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who may have students struggling in a certain area.
					
					Leadership Team Level
					- The PSLT will review grade level data on the electronic data wall and look for trends.
						3.1
						2-3x Per Year
						
						- District Formatives(Baseline and Mid-Year)
						
						During the Grading Period
						- Core curriculum assessments:
						
						-BOY and EOY assessments
						
						- Mid-Chapter tests
						
						- End-of-Chapter tests

				material taught in each grading period.			
				- Teachers will attend district math content trainings to increase math content knowledge.			
				Do/Check - In the PLC's teachers will talk about each benchmark being taught, sharing strategies for increasing the rigor of the benchmark.			
				- Teaches will implement the lessons using the depth and rigor strategies.			
				- Teachers will implement common assessments to determine attainment of the rigorous benchmark and ensure mastery. **(EET Rubric 3d)**			
				- Increase on-site math trainings.			
				Check/Act - Teachers will analyze assessment data to determine the effectiveness of the depth/rigor strategies that were used. **(EET Rubric 4a)**			
				- PLCs will discuss assessment results and use the problem solving process to determine the next steps of rigor and depth lesson plans. **(EET Rubric 1b and 1c)**			
				- 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 for the entire class, and c) what skills need to be re-taught to targeted students **(EET Rubric 1b and 1c)**			

			3.2. - Teachers are at varying skill levels with higher- order questioning techniques. - PLC meetings with a focus on identifying and developing higher-order questions to deliver during lessons are needed.	3.2. <u>Strategy:</u> Students' comprehension of course content/standards will improve through effective implementation of higher-order thinking and questioning techniques while transacting with texts of higher complexity. <u>Action Steps:</u> **Plan** - Teachers will attend school-based professional development activities on higher- order questioning techniques and apply those strategies. **(EET Rubric 1a, 1b)** - PLCs will provide support in higher-order strategies by discussing and implementing strategies discussed in "Teach Like a Champion". - Teachers will probe for higher-level understanding during lessons. **(EET Rubric 4d, 4e)**	3.2. <u>Who</u> - Teachers - Principal - Assistant Principal <u>How Monitored</u> - PLCs turn their logs into administration with pertinent unit-of-instruction data. - PLCs receive feedback on data results regarding future instruction and support needed. - Classroom walk-throughs observing this strategy.	3.2. **See 3.1**	3.2. **See 3.1**
			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. - Teachers are at varying levels of effective implementation of	4.1. <u>Strategy:</u> - Students' achievement in math improves when on-going data analysis drives Differentiated Instruction.	4.1. <u>Who</u> - Teacher - Principal - Assistant Principal	4.1. <u>Teacher Level</u> - The classroom teacher will review students' scores to determine the number of students	4.1. <u>2-3x Per Year</u> - District Formatives(Baseline and Mid-Year)
Mathematics Goal #4: Points earned from	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 69 to 72 points.	**69 points**	**72 points**	Differentiated Instruction, especially with low-performing students - Not all teachers understand how to maintain the District Planning Guide pace effectively when reteaching is needed. - PLC meetings with a focus on identifying and/or developing curricular materials to ensure depth and rigor are needed.	Action Steps **Within PLCs prior to instruction:** - Teachers plan for Differentiated Instructional groupings/activities, based on data from previous assessments and daily performance. - During instruction of new content, teachers consistently collect sufficient data to drive future planning. **In the classroom:** - Students work within flexible groupings during lessons. **PLCs after instruction:** - Teachers reflect and discuss outcomes. - Identify effective DI techniques for future instruction. - Analyze data to determine which students need reteaching/intervention support and discuss how that instruction could be delivered.	How monitored - PLCs turn logs into administration for review. - PLCs receive feedback on log content. - Administrators/PSLT members attend PLC meetings to provide support regarding next steps.	demonstrating proficiency towards benchmark attainment. PLC/Department Level - PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who may have students struggling in a certain area. Leadership Team Level - The PSLT will review grade level data on the electronic data wall and look for trends.	During the Grading Period - Core curriculum assessments: -BOY and EOY assessments - Mid-Chapter tests - End-of-Chapter tests
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Math Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. **See goals 1, 3, & 4**	5A.1.	5A.1.	5A.1.

Math Goal #5A: The percentage of white students scoring proficient/satisfactory on the 2013 FCAT math will increase from 63% to 70%. The percentage of black students scoring proficient/satisfactory on the 2013 FCAT math will increase from 49% to 58%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT math will increase from 60% to 68%.	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3	5A.3.	5A.3.	5A.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1. - Teachers are at varying levels of effectively	5B.1. Strategy: The purpose of this strategy is to	5B.1. Who -Teacher	5B.1. Teacher Level - The classroom teacher	5B.1. 2-3x Per Year

	implementing Differentiated Instruction strategies, especially with low-performing students
	
	- Not all teachers understand how to maintain the District Planning Guide pace effectively when reteaching is needed.
	
	- PLC meetings with a focus on identifying and/or developing curricular materials to ensure depth and rigor are needed.
		strengthen the core curriculum. Students' skills will improve through the presentation of lessons designed to deepen content knowledge and rigor. The DOE links to the NGSSS will be used to be sure the depth and rigor of each benchmark is understood and addressed in lesson content.
		
		Action Steps:
		Plan
		- Team PLCs will meet two to three times monthly, with vertical PLCs to occur once per quarter.
		
		- PLCs identify the essential skills for the upcoming unit of instruction. PLCs will reflect on the following questions:
		
		   *Does the assessment match the Intended learning and learning Targets (**EET Rubric 1f**)*
		
		   Will we use and/or modify assessments from our adopted content materials (add/drop/modify questions)?
		
		   How will we collect/ track end-of-unit assessment data in order to evaluate student growth?
		   (EET Rubric 1f and 4d)
		
		- Teachers will be trained on how to access and utilize information and resources on the www.floridastandards.org link.
		
		- PLC's will write SMART goals for the material taught in each grading period.
		
		- Teachers will attend district math content trainings to increase math content knowledge.
			- Principal
			- Assistant Principal
			
			How Monitored
			- PLCs turn their logs into administration with pertinent unit-of-instruction data.
			
			- PLCs receive feedback on data results regarding future instruction and support needed.
			
			- Classroom walk-throughs observing this strategy.
				will review students' scores to determine the number of students demonstrating proficiency towards benchmark attainment.
				
				PLC/Department Level
				- PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who may have students struggling in a certain area.
				
				Leadership Team Level
				- The PSLT will review grade level data on the electronic data wall and look for trends.
					- District Formatives(Baseline and Mid-Year)
					
					During the Grading Period
					- Core curriculum assessments:
					
					-BOY and EOY assessments
					
					- Mid-Chapter tests
					
					- End-of-Chapter tests

| | | | **Do/Check**
- In the PLC's teachers will talk about each benchmark being taught, sharing strategies for increasing the rigor of the benchmark.

- Teaches will implement the lessons using the depth and rigor strategies.

- Teachers will implement common assessments to determine attainment of the rigorous benchmark and ensure mastery. **(EET Rubric 3d)**

- Increase on-site math trainings.

Check/Act
- Teachers will analyze assessment data to determine the effectiveness of the depth/rigor strategies that were used. **(EET Rubric 4a)**

- PLCs will discuss assessment results and use the problem solving process to determine the next steps of rigor and depth lesson plans. **(EET Rubric 1b and 1c)**

- 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 for the entire class, and c) what skills need to be re-taught to targeted students **(EET Rubric 1b and 1c)** | | | |
| Mathematics Goal #5B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |

The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 49% to 64%.	**49%**	**64%**		**See goals 1, 3 & 4**			
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		**NA**			
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. - Teachers are at varying levels of effectively implementing Differentiated	5D.1. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' skills will improve through the presentation lessons designed to deepen content knowledge and rigor. The DOE links to the NGSSS will be	5D.1. Who -Teacher - Principal - Assistant Principal How Monitored - PLCs turn their logs	5D.1. Teacher Level - The classroom teacher will review students' scores to determine the number of students demonstrating proficiency towards benchmark	5D.1. 2-3x Per Year - District Formatives(Baseline and Mid-Year) During the Grading Period

| | Instruction strategies, especially with low-performing students

- Not all teachers understand how to maintain the District Planning Guide pace effectively when reteaching is needed.

- PLC meetings with a focus on identifying and/or developing curricular materials to ensure depth and rigor are needed. | used to be sure the depth and rigor of each benchmark is understood and addressed in lesson content.

Action Steps:
Plan
   PLCs identify the essential skills for the upcoming unit of instruction. PLCs will reflect on the following questions:
*Does the assessment match the learning and learning targets? (***EET* Rubric 1f)**

Will we use and/or modify assessments from our adopted content materials (add/drop/modify questions)?

*How will we collect and track end-of-unit assessment data in order to evaluate student growth? (***EET Rubric 1f and 4d)**

- Teachers will be trained on how to access and utilize information and resources on the www.floridastandards.org link.

- PLC's will write SMART goals for the material taught in each grading period.
- Teachers will attend district math content trainings to increase math content knowledge.

Do/Check
- In the PLC's teachers will talk about each benchmark being taught, sharing strategies for increasing the rigor of the benchmark.

- Teaches will implement the lessons using the depth and rigor strategies.

- Teachers will implement common assessments to assess attainment of the | into administration with pertinent unit-of-instruction data.

- PLCs receive feedback on data results regarding future instruction and support needed.

- Classroom walk-throughs observing this strategy. | attainment.

PLC/Department Level
- PLCs will examine classes' progress towards benchmark attainment and note any trends. - PLCs will share strategies that worked with teachers who may have students struggling in a certain area.

Leadership Team Level
- The PSLT will review grade level data on the electronic data wall and look for trends. | - Core curriculum assessments:

-BOY and EOY assessments

- Mid-Chapter tests

- End-of-Chapter tests |

				rigorous benchmark and ensure mastery. **(EET Rubric 3d)** **Check/Act** - Teachers will analyze assessment data to determine the effectiveness of the depth/rigor strategies that were used. **(EET Rubric 4a)** - PLCs will discuss assessment results and use the problem solving process to determine the next steps of rigor and depth lesson plans. **(EET Rubric 1b and 1c)** - 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 for the entire class, and c) what skills need to be re-taught to targeted students **(EET Rubric 1b and 1c)**				
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT Math will increase from 42% to 49%	2012 Current Level of Performance:* **42%**	2013 Expected Level of Performance:* **49%**					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

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

Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	**NA**				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	**NA**				
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
PLC strategy discussions on unpacking word problems	All levels	PLC leaders	School-wide	On-going	PLC progress monitoring Observations, formal and informal Walk-throughs	Teacher PLCs Administration

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. - Teachers are at varying skill levels of demonstrating long term investigations. -Not all teachers integrate long term investigations into science instruction to provide students with opportunities to collect data over time.	1.1. **Strategy:** Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through increased participation in Long term investigations **Action Steps:** - Teachers will utilize the curriculum maps to identify appropriate long-term investigations throughout the year. -Teachers will attend District Science training and share 5E Instructional Model information with their PLCs. -PLCs write SMART goals based on units of instruction. -As a Professional Development activity in their PLCs, teachers will spend time collaboratively building 5E Instructional Model-driven lessons. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1. Who - Teacher - Principal - AP - Teacher How - Long-term investigations will be displayed in the classrooms and labeled as such	1.1. Teacher Level - Teachers will monitor students' entries in their science notebooks and will review science assessments PLC/Department Level - PLCs will review grade level assessments and share any tips with other teachers for students struggling in certain areas Leadership Team Level - The PSLT will review data on the electronic data wall for any trends among the grade levels/schoolwide.	1.1. 3-4x Per Year Science investigation data logs During Grading Period Science Notebooks Unit assessments
Science Goal #1: The percentage of students scoring a Level 3 or higher on the FCAT Science will increase from 53% to 55%.	2012 Current Level of Performance:* **53%**	2013 Expected Level of Performance:* **55%**					

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. - Not all teachers of the same course give the same common assessment at the end of the instructional cycle.	2.1. **Strategy:**	2.1. Who - Teacher - Principal - AP - Peer and Mentor - Evaluators - Science contact teacher	2.1. Teacher Level - Teachers will monitor students' entries in their science notebooks and will review science assessments PLC/Department Level	2.1. 3-4x Per Year Science investigation data logs
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 15% to 30%.	2012 Current Level of Performance:* **15%**	2013Expected Level of Performance:* **20%**	- 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).	Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-lexile, complex supplemental texts at least twice per nine weeks. **Action Steps** *Professional Development* -The Reading Coach, along with the Departmental Leaders/Coach/SAL, conducts small-group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model. -Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. *In PLCs/Department* -Teachers work in their PLCs to locate, discuss, and disseminate appropriate	How - PLC logs turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. - EET formal evaluations - EET Pop-Ins (Admin and Peer/Mentor) - EET formal observations (Admin and Peer/Mentor) - EET informal observation(Admin and Peer/Mentor)	- PLCs will review grade level assessments and share any tips with other teachers for students struggling in certain areas Leadership Team Level - The PSLT will review data on the electronic data wall for any trends among the grade levels or schoolwide.	During Grading Period Science Notebooks Unit assessments

				texts to supplement their textbooks.			
				-PLCs review Close Reading Selections to determine word count and high-lexile.			
				-PLCs assign appropriate NGSSS benchmark to Close Reading passage.			
				-To increase stamina, teachers select high-lexile, complex, and rigorous texts that are shorter and progress throughout the year to longer texts that are high-lexile, complex and rigorous.			
				- Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text.			
				-Teachers use this information to build future close reading lessons.			
				During the lessons, teachers: Guide students through text without reading or explaining the meaning of the text using the following:			
				--Introducing critical vocabulary to ensure comprehension of text.			
				--Stating an essential question prior to reading.			
				--Using questions to check for understanding.			
				--Using question to engage students in discussion.			
				--Requiring oral and written responses to text.			
				-Ask text-based questions that require close reading of the text and multiple			

| | | | | reads of the text.

During the lessons, students:
-Grapple with complex text
.
-Re-read for a second purpose and to increase comprehension.

-Engage in discussion to answer essential question using textual evidence.

-Write in response to essential question using textual evidence.

Action Steps
Plan
Planning/ PLCs Before the Lesson
- PLCs identify essential tested skills/standards/benchmarks for their students that need reinforcement and/or remediation. **(EET Rubric 1b, 1c, 4a, 4d)**

-Teachers discuss how to correlate mini lessons with core curriculum.

- Based on the data, PLCs develop a one-two week projected timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. **(EET Rubric 1b, 1e, and 4d)**

- As a Professional Development activity in their PLCs, teachers identify (using District resources and curriculum resources) and/or develop mini lessons and mini assessments for benchmarks. PLCs will use a combination of District and school-generated mini lessons and mini assessments. **(EET Rubric 1e, 1d, 1f, 4d)** | | | |

				- Teachers discuss strategies for teaching the mini lessons. **Do/Check** *Teachers in the Classroom* - Teachers implement the mini lessons and mini assessments to the whole group or targeted students. **Check/Act** *Teachers/PLCs after the Mini-Assessments* - Teachers bring assessment data back to the PLCs. **(EET Rubric 4d)** **-** Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** - As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the mini-lesson timeline/calendar. - If needed Differentiated Instruction mini-lessons/assessments are given to targeted students as Tier 1 interventions. - Based on mini-assessment data, skills are moved to a maintenance or re-teaching schedule. **(EET Rubric 1b, 3c, 3e, 4d)**			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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

				meetings)		
PLC Instructional Strategy Discussions	All levels	PLC leaders	School-wide	On-going	Science journals PLC progress monitoring Observations, informal and formal Walk-throughs Science Data chats	Teachers PLC teams Administration

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: The percentage of students scoring 3.0 or above on the 2013 FCAT Writing will increase from 86% to 89%.	2012 Current Level of Performance:* **86%**	2013 Expected Level of Performance:* **89%**	1.1. -Teachers' knowledge base of planning and executing mode-based writing lessons varies. -Teachers need training to score student writing accurately during the 2012-2013 school year.	1.1. **Strategy:** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART that reflect a backward-planning approach. _Plan:_ -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Using data to identify trends and drive instruction -Lesson planning based on the needs of students _Do:_ -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing _Check:_ Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs	1.1. Who: - Teacher - Principal - AP - Grade-level PLC 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. - EET Pop-Ins (Admin and Peer/Mentor) - EET formal observations (Admin and Peer/Mentor) - EET informal observation(Admin	1.1. PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate. PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt. Students monitor and chart their own progress from Hillsborough Writes/ Seffner Writes and teacher practices in their writer notebooks The Problem Solving Leadership Team will review assessment data for trends in growth and decline. PSLT will develop strategies to support students who show lack of progress.	1.1. - Student monthly demand writes - Student daily drafts - Conferencing notes - Writing notebooks

			Act: -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.			
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Project Fall Conference	4th grade	TBAWP teacher consultants	4th grade teachers	September 28, 2012	Administrator walk-through and Observations	Principal Assistant Principal.
Rubric training	2nd – 5th grades	District trainers	2nd -5th grade teachers	As needed	Administrator walk-throughs and observations.	Principal Assistant Principal

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance Attendance Goal #1: The attendance goal will increase from 95.96% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10%. The number of students who have 10 or more **unexcused** tardies to school throughout the school year will remain at 0%.	2012 Current Attendance Rate:* **96.25%** 2012 Current Number of Students with Excessive Absences (10 or more) **39** 2012 Current Number of Students with Excessive Tardies (10 or more) **0**	**35** **0**	1.1 Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database. Families take vacations during school week.	1.1 **Tier 1** -The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. -The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students. Attendance committee will monitor the attendance data from the targeted group of students.	1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect
			1.2 **Tier 1** All teachers will post their attendance to Edline at a minimum of once per week allowing parents to monitor attendance.	1.2.	1.2.	1.2.	1.2.
			1.3 **Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent	1.3.	1.3.	1.3.	1.3.

		home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20-day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	K-5	Catharine Wind Chris Fuchs	School-wide	August during preplanning and then, on an as-needed basis.	Random check of EdLine postings	AP

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			**Problem-solving Process to Decrease Suspension**				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension Suspension Goal #1: The total number of In-school suspensions will decrease by 10% for the 2012-2013 school year. The total number of students receiving In-school Suspension	2012 Total Number of In –School Suspensions **26** 2012 Total Number of Students Suspended In-School	2013 Expected Number of In- School Suspensions **23** 2013 Expected Number of Students Suspended In -School	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. **Tier 1** -Positive behavior support (PBS) will be implemented to address school-wide expectations and rules, set these through the school discipline committee and discipline data. -Provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. Principal Assistant Principal ESE specialist Guidance Counselor	1.1. PSLT/Discipline committee chair will review data on Office Discipline referrals, District referrals, and out of school suspensions monthly.	1.1. EASI ODR and suspension data cross-referenced with mainframe discipline data.

throughout the school year will decrease by 10% for the 2012-2013 school year.	**16** 2012 Number of Out-of-School Suspensions	**14** 2013 Expected Number of Out-of-School Suspensions		-Make resources accessible for continued teaching and reinforcement of school expectations and rules. -Leadership Team conducts walk-throughs using a PBS form. -Data tracking the overall improvement is shared with the team leaders who in turn share with teams at PLCs. -Where needed, administration conducts individual data chats with students and/or teachers.				
The total number of Out-of School Suspensions will decrease by 10% for the 2012-2013 school year.	**24** 2012 Total Number of Students Suspended Out- of- School	**22** 2013 Expected Number of Students Suspended Out- of-School						
The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	**17**	**15**						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Supports	School-wide		School-wide	Preplanning and on-going as needed.	Administration and guidance walk-throughs	Principal Assistant Principal
						Teachers
						Guidance Counselor

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*		1.1.	1.1. **NA**	1.1.	1.1.	1.1.
2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			**Problem-solving Process to Parent Involvement**				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement Parent Involvement Goal #2:	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	2.1. **NA**	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1: By the end of the 2012/2013 school year, the number of students scoring in the Healthy Fitness Zone on the Pacer for assessing aerobic capacity and cardiovascular health will increase from _____.	2012 Current Level :* 	2013 Expected Level :* 	1.1. - Effective use of the limited time in physical education classes. - Some students' lifestyles and fitness levels present a challenge to their successful participation.	1.1. - Students will engage in 150 minutes of physical education per week in grades kindergarten through fifth.	1.1. - Teacher data collection -Administrator walk-throughs.	1.1. - Teachers will increase participation time on cardio activities and monitor student endurance.	1.1. -PDAT assessment -Classroom teachers document in their weekly lesson plans the ninety minutes of Teacher-Directed physical education -Physical Education teachers' schedules reflect the remaining sixty minutes of the mandated 150 minutes of Elementary Phys. Ed. This is reflected in the Master Schedule.
			1.2.	1.2. -Health and physical activity initiatives developed and implemented by the Principal's designee.	1.2. -Principal's designee	1.2. -Data will be collected on students' goals, results, and overall progress	1.2. -Data collection logs
			1.3.	1.3. -Use of playground and/or fitness equipment; walk/jog/run activities in accordance with the *150 Minutes of Elem. Physical Education* folder on IDEAS.	1.3. -Physical Education teachers	1.3 -Classroom walk-throughs	1.3. -PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher PE activities On-line	School-wide	PE Coach	School-wide	on-going	Administrative walk-throughs during teacher directed PE	Teachers
						Administration

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1: The number of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under teaching and learning) will increase from 44% in 2012 to 47% in 2013.	2012 Current Level :* **44%**	2013 Expected Level :* **47%**	1.1. There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Act-Check model; how the model works; and some resistance to attending or arriving on time to PLC meetings. Possibility of waivers has been rejected by teachers.	1.1. The Leadership Team will become trained on the use of the PLC Unit of Instruction log that follows the Plan-Do-Act-Check model. PLC facilitators will guide their PLCs through the Plan-Do-Act-Check model for units of instruction. The work will be recorded on the PLC logs that are reviewed by the Leadership Team.	1.1. Principal Leadership Team PLC facilitators	1.1. PLC notes	1.1. PLC survey materials

		1.2. Not enough time to meet in PLCs	1.2. Leadership Team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2. Who: Leadership Team How: Leadership Team aggregates data.	1.2. Quick PLC informal surveys will be administered during the school year. The Leadership Team will aggregate the data and share outcomes of the school-wide results with PLCs. The data will rpvide direction for future PLC training.	1.2. PLC surveys
		1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Plan-Do-Act-Check model	Leadership Team All teachers	Leadership Team PLC Facilitators	School Wide	PLC meetings throughout the school year	Administrator and leadership attendance at PLC meetings.	Leadership Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		**NA**			
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment:** Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		**NA**			
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of ELL students scoring proficient on the 2013 CELLA Listening/Speaking will increase from 50% to 55%.	2012 Current Percent of Students Proficient in Listening/Speaking: **50%**	- Support and professional development in successful use of these strategies is needed. - ELLs are at varying levels of English language acquisition and acculturation is not consistent across core areas.	- ELLs' (LYs/LFs) comprehension of core content improves through learning contexts wherein teachers effectively utilize ELL strategies. **Action Steps** - Teachers analyze CELLA data to identify students who need specific support in the areas of listening/speaking, reading, and writing. - Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction reading comprehension lessons using the district-provided ELL DI binders in the following core areas: Reading, Writing, and Social Studies. - In PLCs, core content teachers establish SMART goals for ELL students for upcoming units of reading instruction, with emphasis on ways of quality response. - Based on formative data, and with end-goals in mind, PLCs/teachers plan lessons using Differentiated strategies as they relate to best practices in strategic ELL reading instruction. - Teachers hold frequent reading conferences with ELL students for additional data and to develop a clearer reader profile, particularly as it relates to students' successful response and application after	- Teacher - AP(ELL committee chair person)	Who - Teacher - Principal - AP - Reading Coach - Instructional Leadership Team How - Following weekly PLC sessions, standard logs will be completed and turned into administration - Evidence of strategies in use during administrative walk-throughs and observations	1-3x Per Year - FAIR - CELLA - County Formatives A, B, C - Benchmark Assessments During the Grading Period - Core curriculum and end-of-core common unit tests - Reading Records - DRA2

			negotiating complex texts. - Teachers remain cognizant, throughout instructional delivery, of ELLs' shifting accommodation needs. - Teachers aggregate data to identify ELL students in need of intervention in reading comprehension and application.			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of ELL students scoring proficient on the 2013 CELLA Reading will increase from 35% to 40%.	2012 Current Percent of Students Proficient in Reading : **35%**	- Support and professional development in successful use of these strategies is needed. - ELLs are at varying levels of English language acquisition and acculturation is not consistent across core areas.	- ELLs' (LYs/LFs) comprehension of core content improves through learning contexts wherein teachers effectively utilize ELL strategies. **Action Steps** - Teachers analyze CELLA data to identify students who need specific support in the areas of listening/speaking, reading, and writing. - Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction reading comprehension lessons using the district-provided ELL DI binders in the following core areas: Reading, Writing, and Social Studies. - In PLCs, core content teachers establish SMART goals for ELL students for upcoming units of reading instruction.	- Teacher - AP/ELL committee chair person	Who - Teacher - Principal - AP - Reading Coach - Instructional Leadership Team How - Following weekly PLC sessions, standard logs will be completed and turned into administration - Evidence of strategies in use during administrative walk-throughs and observations	1-3x Per Year - FAIR - CELLA - County Formatives A, B, C - Benchmark Assessments During the Grading Period - Core curriculum and end-of-core common unit tests - Reading Records - DRA2

		- Based on formative data, and with end-goals in mind, PLCs/teachers plan lessons using Differentiated strategies as they relate to best practices in strategic ELL reading instruction. - Teachers hold frequent reading conferences with ELL students for additional data and to develop a clearer reader profile. - Teachers remain cognizant, throughout instructional delivery, of ELLs' shifting accommodation needs. - Teachers aggregate data to identify ELL students in need of intervention in reading comprehension.				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 CELLA Writing will increase from 35% to 40%.	2012 Current Percent of Students Proficient in Writing : **35%**	- Support and professional development in successful use of these strategies is needed. - ELLs are at varying levels of English language acquisition and acculturation is not consistent across core areas.	ELLs' (Lys/LFs) comprehension of core content improves through learning contexts wherein teachers effectively utilize ELL strategies. **Action Steps** - Teachers analyze CELLA data to identify students who need specific support in the areas of listening/speaking, and writing. - Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district-provided ELL DI	- Teacher - AP/ELL committee chair person	Who - Teacher - Principal - AP - Reading Coach - Instructional Leadership Team How - Following weekly PLC sessions, standard logs will be completed and turned into administration - Evidence of strategies in use during administrative	1-3x Per Year - FAIR - CELLA - County Formatives A, B, C - Benchmark Assessments During the Grading Period - Core curriculum and end-of-core common unit tests - Reading Records - DRA2

			binders in the core areas (Language Arts). - In PLCs, core content teachers establish SMART goals for ELL students for upcoming units of writing instruction. - Based on formative data, and with end-goals in mind, PLCs/teachers plan lessons using Differentiated strategies as they relate to best practices in strategic ELL writing instruction. - Teachers hold frequent writing conferences with ELL students to support them particularly in the planning and revising stages. - Teachers remain cognizant, throughout instructional delivery, of ELLs' shifting accommodation needs. - Teachers aggregate data to identify ELL students in need of intervention in writing.		walkthroughs and observations	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1. **NA**	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		**NA**			
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		**NA**			

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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

J. **Florida Alternate Assessment:** **Students scoring at proficient in science (Levels 4-9).**			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		**NA**			
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		**NA**			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	**NA**				
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	**NA**				
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Implement/expand project/problem-based learning in math and science.	1.1. -Need training on project-based learning in math and science.	1.1. -Documentation of planning of units and outcomes of units in logs. Increase effectiveness of lessons through lesson study.	1.1. -PLCs will log projects in PLC notes.	1.1. -Administrator and Leadership team review of projects logged and walk-throughs.	1.1. -Logging number of project-based learning activities in math and science per nine week period.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	K-5	Science and math contacts	All teachers	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities from two events in 2011-2012 to three events in 2012-2013.	1.1.	1.1. -Implement special speakers to visit and share their career experiences with students throughout the year and during the Great American Teach-In. -Administer career surveys to the students to see interest areas of focus.	1.1 -Assistant Principal	1.1.	1.1. -Log of Great American Teach-In speakers - Data results for career surveys
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

<u>Differentiated Accountability</u>

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

School Differentiated Accountability Status		
☐Priority	☐Focus	x☐Prevent

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

School Advisory Council (SAC)

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

x☐ Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 1.1	Tutor during instructional hours – additional grades and students based on need as determined through data reviewed in PLCs and/or professional development for teachers. Purchase of Mimio interactive white board technology to increase student engagement.	$629.00	
Math Goal 1.1	Tutor during instructional hours – additional grades and students based on need as determined through data reviewed in PLCs and/or professional development for teachers. Purchase of Mimio interactive white board technology to increase student engagement.	$629.00	
Writing Goal 1.1	Tutor during instructional hours – additional grades and students based on need as determined through data reviewed in PLCs and/or professional development for teachers. Purchase of Mimio interactive white board technology to increase student engagement.		
Parent Involvement Goal 1.1	Supplies to support family night events (reading, writing, math, and science)	$500.00	

Final Amount Spent	