

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

|                                           |                                    |
|-------------------------------------------|------------------------------------|
| School Name: Crestwood Elementary         | District Name: Hillsborough County |
| Principal: Rosalind Daigneault            | Superintendent: Mary Ellen Elia    |
| SAC Chair: Kyra Gooding/Katherine Johnson | Date of School Board Approval:     |

### **Student Achievement Data:**

The following links will open in a separate browser window.

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

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

[K-12 Comprehensive Research Based Reading Plan](#)

### **Highly Qualified Administrators**

Hillsborough 2012  
Rule 6A-1.099811  
Revised July, 2012

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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)/<br>Certification(s)                                                                                                                                                    | Number of<br>Years at<br>Current School | Number of<br>Years as an<br>Administrator | Prior Performance Record (include prior School Grades, FCAT/<br>Statewide Assessment Achievement Levels, Learning Gains,<br>Lowest 25%), and AMO progress along with the associated school<br>year) |
|------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal              | Rosalind Daigneault | M.A. Reading Education<br><br>B.A. Elementary Ed.<br><br>Certifications:<br><br>Early Education<br><br>ESOL<br><br>Supervision Ed.<br>Leadership School<br>Principal (All Levels) | <3 yrs                                  | 7.5 yrs                                   | 11/12: C Crestwood<br><br>10/11: B 79% AYP Crestwood<br><br>09/10: B 82% AYP Crestwood (2 <sup>nd</sup> Semester)                                                                                   |
| Assistant<br>Principal | Mary Vreeman        | M. S. Educational<br>Leadership and<br>Supervision<br><br>Elementary Ed. 1-6<br><br>ESOL                                                                                          | 4                                       | 4                                         | 11/12: C Crestwood<br><br>10/11: B 79% AYP Crestwood<br><br>09/10: B 82% AYP Crestwood                                                                                                              |

**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

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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      | Mary Ballard         | B.A. (K-6)<br>M.A. Adult Education<br>ESOL     | 4                                 | 5                                         | 11/12 C Crestwood<br>10/11 B 79% AYP Crestwood<br>09/10 B 82% AYP Crestwood                                                                                                                |
| Reading      | Soraya Flores-Romero | B.A. (1-6)<br>ESOL                             | 12                                | 2                                         | 11/12 C Crestwood<br>10/11 B 79% AYP Crestwood<br>09/10 B 82% AYP Crestwood                                                                                                                |
| Writing      | Amy O'meara          | B.A. Art & Design<br>M.A. Elementary Ed. (1-6) | 2                                 | 2                                         | 11/12 C Crestwood<br>10/11 B 79% AYP Crestwood<br>09/10 B 82% AYP Crestwood                                                                                                                |
| Math         | Margaret Berridge    | B.A. Elementary Ed. (1-6)<br>Gifted            | 9                                 | 7                                         | 11/12 C Crestwood<br>10/11 B 79% AYP Crestwood<br>09/10 B 82% AYP Crestwood                                                                                                                |
| Technology   | Helene Severt        | B.A. Elementary Ed. (1-6)<br>Gifted, ESOL      | 24                                | 15                                        | 11/12 C Crestwood<br>10/11 B 79% AYP Crestwood<br>09/10 B 82% AYP Crestwood                                                                                                                |

**Highly Qualified Teachers**

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

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| Description of Strategy                     | Person Responsible       | Projected Completion Date | Not Applicable<br>(If not, please explain why) |
|---------------------------------------------|--------------------------|---------------------------|------------------------------------------------|
| 1. Teacher Interview Day                    | Principal/APE I          | June                      |                                                |
| 2. MAP/TIF                                  | District Staff/Principal | June                      |                                                |
| 3. Pay for Performance                      | Principal                | June                      |                                                |
| 4. District Mentor Program                  | District Mentors         | Ongoing                   |                                                |
| 5. District Peer Program                    | District Peers           | Ongoing                   |                                                |
| 6. School-based teacher recognition program | Principal                | Ongoing                   |                                                |
| 7. Opportunities for teacher leadership     | Principal                | Ongoing                   |                                                |
| 8. Regular time for teacher collaboration   | Principal                | Ongoing                   |                                                |

**Non-Highly Qualified Instructors**

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

| <b>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</b> | <b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b>                    |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 6- highly qualified for Elementary Education position<br><br>Out of field for ELL                             | Working on ESOL Endorsement; PLCs will provide support by discussing specific strategies for ELL students during PLC meetings |
| 1- highly qualified for Elementary Education position<br><br>Out of field for ELL                             | Has completed coursework for ESOL Endorsement; In the process of adding to certificate                                        |

**Staff Demographics**

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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 |
|-------------------------------------|--------------------------|--------------------------------------------|---------------------------------------------|--------------------------------------------|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 84                                  | 6%<br>(5)                | 24%<br>(20)                                | 39%<br>(33)                                 | 31%<br>(26)                                | 25%<br>(21)                         | 100%<br>(84)                | 2%<br>(2)                   | 1%<br>(1)                           | 76%<br>(64)              |

**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 |
|-------------|-----------------|-----------------------|------------------------------|
|             |                 |                       |                              |

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|               |                                                                                                              |                                                                                                                                             |                                                                                                                                          |
|---------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Lisa Williams | Kaitlyn Bush, Elizabeth Cole, Erin Orozco, Andrew Holzbog, Abby Randall, Valeria Lucio-Garcia, Trisha Miller | Lisa Williams is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. | Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing 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, content resource teachers, and mentors. |
| Title I, Part C- Migrant<br><br>N/A                                                                                                                                                                                                                |
| Title I, Part D<br><br>N/A                                                                                                                                                                                                                         |

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|                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title II                                                                                                                                                              |
| N/A                                                                                                                                                                   |
| Title III                                                                                                                                                             |
| Services are provided through the district for education materials and ELL, district support to improve the education of the immigrant and English Language Learners. |
| Title X- Homeless                                                                                                                                                     |
| N/A                                                                                                                                                                   |
| Supplemental Academic Instruction (SAI)                                                                                                                               |
| SAI funds will be coordinated with Title 1 funds to provide summer school, reading coaches, and extended learning opportunity programs.                               |
| Violence Prevention Programs                                                                                                                                          |
| N/A                                                                                                                                                                   |
| Nutrition Programs                                                                                                                                                    |
| We provide a free breakfast for all students and 90% of our students receive free/reduced lunch.                                                                      |
| Housing Programs                                                                                                                                                      |
| N/A                                                                                                                                                                   |
| Head Start                                                                                                                                                            |
| N/A                                                                                                                                                                   |
| Adult Education                                                                                                                                                       |
| N/A                                                                                                                                                                   |
| Career and Technical Education                                                                                                                                        |
| N/A                                                                                                                                                                   |
| Job Training                                                                                                                                                          |
| N/A                                                                                                                                                                   |
| Other- SES                                                                                                                                                            |
| Our school will provide afterschool tutoring services two days per week in the areas of Reading, Math and Science.                                                    |



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

**School-Based MTSS/RtI Team**

Identify the school-based MTSS Leadership Team.

The MTSS Leadership Team (Problem Solving Leadership Team- PSLT) includes:

- Principal
- Assistant Principal for Elementary Education
- Grade Level Team Leaders
- School Psychologist
- School Social Worker
- Academic Coaches (Reading, Writing, Science)
- Reading Resource Teacher
- Academic Intervention Specialist
- ESE Teacher
- Technology Resource Teacher
- Media Specialist
- ELL Resource Teacher

(Note that not all members attend every meeting but are invited based on the goals for the meeting.)

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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 PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier1/Core, Tier 2/Supplemental, and Tier 3/Intensive)
- Based on student data, recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match student's non-mastery of skills through:  
Tutoring during the day in small group pull-outs in reading, math and science, WTS (Walk to Success)
  - Extended Learning Programs during school
  - Create school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels through PLC's and Instructional Leadership Meetings
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Use of school-based *Reinforcement Instructional Calendars, Formative Assessments and Progress Monitoring (PMRN)*
  - Use of Formative Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
  - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
  - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks at Report Card Reviews
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.

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- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Instructional Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.
- Data conferences 3 times a year with Reading Coach and Reading Specialist

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

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2012-2013 school year and during preplanning for the 2012-2013 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. 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 PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

| Indicator   | Strategy Fidelity Check                                                                                                                                      | Strategy Data Check                                                                                             |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Not Evident | Teacher monitoring indicates strategy implementation has not begun.                                                                                          | Student data indicates that strategy implementation is showing no positive effect on student achievement.       |
| Emerging    | Some (25-75%) of the intended teachers are implementing the strategy with fidelity.<br><br>Evidence indicates early or preliminary stages of implementation. | Student data indicate that strategy implementation is showing minimal or poor effect on students' achievement.  |
| Operational | Most (>75%) of the intended teachers are implementing the strategy with fidelity.<br><br>Evidence indicates active implementation.                           | Student data indicates that strategy implementation is mostly showing a positive effect on student achievement. |

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

The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.

- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - review and analyze screening and collateral data
  - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
  - develop and target interventions based on confirmed hypotheses
  - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
  - develop progress monitoring goals 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 interventions and/or enrichments)
  - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
  - assess the fidelity of instruction/intervention implementation and other PS/Rti processes
  - PSLT and RLT will participate in the BRIDGES program to develop strategies on closing the achievement gap; strategies will be presented to the faculty for ongoing use in PLCs and PSLT meetings

**MTSS Implementation**

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

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

Core Curriculum (Tier 1)

| Data Source                                                                                                        | Database                                                              | Person(s) Responsible                                         |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------|
| FCAT released test                                                                                                 | School Generated Excel Database                                       | Reading Coach, Math, Science, APC                             |
| Baseline and Midyear District Assessments                                                                          | Scantron Achievement Series Data Wall                                 | PSLT, PLC's, Individual teachers                              |
| Subject-specific assessments generated by District level Subject Supervisors in Reading, Math, Writing and Science | Scantron Achievement Series Benchmark Rosters                         | PSLT, PLC's, Individual teachers                              |
| EASY CBM for monitoring progress of struggling readers                                                             | District Data Base                                                    | Individual teachers, Reading Coach, and Psychologist          |
| FAIR                                                                                                               | Progress Monitoring and Reporting Network<br><br>Data Collection Form | Reading Coach/Reading PLC Facilitator, and Reading Specialist |
| CELLA                                                                                                              | Viewpoint (IPT)                                                       | ELL, PSLT Representative                                      |

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|                                                                                                       |                                       |                           |
|-------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------|
| Common Assessments* ( <i>see below</i> ) of chapter/segments tests using adopted curriculum resources | Subject Area Generated Database       | Individual teachers, PSLT |
| Mini-Assessments on specific tested benchmarks                                                        | Subject Area Generated Excel Database | Individual teachers       |

\*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

**Supplemental/Intensive Instruction (Tiers 2 and 3)**

| Data Source                                                                                                                                                                                 | Database                                              | Person(s) Responsible                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------|
| Extended Learning Program (ELP)*<br><br>( <i>see below</i> ) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) during the day | School Generated Database in Excel<br><br>(Viewpoint) | PSLT/ELP Facilitator, ELP tutors, APE1 |
| FAIR OPM                                                                                                                                                                                    | School Generated Database in Excel                    | PSLT/Reading Coach, APE1               |
| Ongoing assessments within Intensive Courses                                                                                                                                                | School Generated Database in Excel                    | PSLT/PLC/Individual teachers           |

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|                                                               |                                           |                                              |
|---------------------------------------------------------------|-------------------------------------------|----------------------------------------------|
| <b>EASY CBM Assessments</b>                                   | <b>School Generated Database</b>          | <b>Individual teachers/Resource teachers</b> |
| <b>Other Curriculum Based Measurement**<i>(see below)</i></b> | <b>School Generated Database in Excel</b> | <b>PSLT/PLC's</b>                            |

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

\*\* In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

**Describe the plan to train staff on MTSS.**

Staff received overview training over the course of several faculty meetings during pre-planning for the 2012-2013 school year. PSLT members who attended the district level MTSS trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's Problem Solving Team develops 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 will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.



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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**

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

The Reading Leadership Team serves as the school’s literacy Professional Learning Community. The team is comprised of:

- **Principal – Rosalind Daigneault**
- **Assistant Principal for Curriculum – Mary Vreeman**
- **Reading Coach –Mary Ballard**
- **Reading Resource Teachers- Soraya Flores-Romero, Patricia Bolt**
- **Media Specialist – Katherine Johnson**
- **Writing Resource Teacher – Amy O’Meara**
- **Grade Level Representatives (RLT) – Rosario Arce, Terri Rougeou, Val Mercado, Debbie Jones, Holly Tabak, Stephanie Lewis, Jennifer Seals**
- **Technology Resource Teacher – Helene Severt**
- **Math/Science Resource Teacher – Peggy Berridge**
- **Academic Intervention Specialist- Patricia Bolt**
- **ESOL Resource-Melissa Hinton**

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies 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 instruction support is provided to all teachers.

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development of the school’s instructional staff in “Bridges” in order to collaborate data visually within grade-level PLCs and vertical teams.
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going) in PLCs on a biweekly/monthly basis in order to discuss trends in data, strategies to help each other meet the varying needs of students, and professional support for new teachers.
- FAIR Data conferences with every teacher of reading after each FAIR Window in order to discuss progress, RtI strategies, and data-driven placement of all students in Walk to Success (Tier 2-3 Intervention) reading groups.

***NCLB Public School Choice***

- **Supplemental Educational Services (SES) Notification**

**\*Elementary Title I Schools Only: Pre-School Transition**

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. ***Parents are provided with a letter from the Commissioner of Education, explaining the assessments.*** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools’ Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child’s teacher to have a better understanding of the child’s abilities ***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.

## 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: | <b>Anticipated Barrier</b>                              | <b>Strategy</b> | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |  |  |

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| <p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p> | <p>I.1.<br/>1A.1</p> <p>-Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to create Reciprocal Teaching assessments/rubrics</p> | <p>I.1.</p> <p><b>Strategy 1A</b></p> <p><b>This reading strategy crosses all content areas.</b></p> <p>Students' reading comprehension will improve through the use of the four strategies (predicting, questioning, clarifying, and summarizing) that encompass Reciprocal Teaching allowing students to perform close reading of complex text. <b>(EET Rubric 3b, 3c, and 3e)</b></p> <p><b>Action Step 1A.1</b></p> <p>Curriculum support team will provide Coaching/Instructional Cycles focusing on the use of reciprocal teaching strategies that enable the reader to make meaning of complex text during close reading. Initially, teachers will be identified to participate in Coaching/Instructional Cycles in order to build capacity at each grade level to create model classrooms.</p> <p><b>Plan</b></p> <p>Grade-level Team/PLC Planning Before the Lesson</p> <p>Teams/PLCs answer the question, "What do we want students to learn?" <b>(EET Rubric 1e, 4d)</b></p> <p>-Teams/PLCs identify</p> | <p>I.1.</p> <p>Who</p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coach</p> <p>-Reading Resource Teacher</p> <p>-Peer and Mentor Evaluators</p> <p>How</p> <p>-Coaching/Reading Resource logs. Reading Coach/Reading Resource teachers will provide feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p> | <p>I.1.</p> <p>Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers monitor student's mastery of the four strategies (predicting, questioning, clarifying, and summarizing) that encompasses Reciprocal teaching by keeping a progress monitoring checklist.</p> <p>-Teachers create and assess using FCAT 2.0 spec questions on a daily/weekly basis.</p> <p>-Teachers will lead students through performance tasks after close reading a minimum of 2-3 times per grading period.</p> <p>PLC Level</p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes.</p> <p>- For each class, PLCs chart their overall progress towards the SMART Goal.</p> <p>-Monthly, PLCs will ask the following questions:</p> <p><i>1. How are we using data to inform our instruction?</i></p> <p><i>2. What barriers to implementation are we facing and how will we address them?</i></p> <p><i>3. To what degree are we making progress towards our SMART goal?</i></p> <p><i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p> <p><i>5. Are there skills that need to be re-</i></p> | <p>I.1.</p> <p>3x per year</p> <p>- FAIR</p> <p>2x per year</p> <p>DRA2</p> <p>During the Grading Period</p> <p>-Student's Reading Responses (DRA2 rubric for summarizing, responding, reflecting)</p> <p>-Student work</p> <p>-Unit tests</p> <p>-CIM Assessment</p> <p>-FCAT 2.0 Specs</p> |  |  |
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|  |  | <p>the common assessment for the upcoming unit of instruction. Teams/PLCs are answering the question, "How do we know if they have learned it?" Specifically, Teams/PLCs reflect on the following questions:</p> <p>--Does the assessment match the intended essential learning and learning targets? (EET Rubric 1f)</p> <p>--Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?</p> <p>--If using a rubric, have we come to consensus what each level of the rubric looks like?</p> <p>--How will we involve the student in self-assessment and monitoring?</p> <p>--How will we collect and track end-of-unit assessment data in order to evaluate student growth? (EET Rubric 1f, 4d).</p> <p>-PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.) (EET Rubric 1c, 4d)</p> |  | <p>taught as mini-lessons to the entire class?</p> <p>6. Are there skills that need to be re-taught to targeted students?</p> <p>7. How do we report and share our results with the Leadership Team?</p> <p>Leadership Team Level</p> <p>-PLC facilitator/ Team Leader shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction.</p> <p><u>1st Grading Period Check</u></p> <p>—</p> <p><u>2nd Grading Period Check</u></p> <p>—</p> <p><u>3rd Grading Period Check</u></p> |  |  |  |
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|  |  | <p>-As a Professional Development activity in their PLCs, teachers plan for Close reading of complex text using the complexity rubric to help them select text and use data from previous assessments to guide student groupings.</p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom</i></p> <p>-Reading teachers instruct students using the core curriculum, incorporating effective Reciprocal Teaching strategies during close reading of text during shared, guided and independent reading discussed at their Team/ PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material and/or FCAT 2.0 Specs. <b>(EET Rubric 3d)</b></p> <p>-Teachers will follow the close reading model and use the text complexity rubric to help them select appropriately complex text for their individual class.</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Common Assessment</i></p> <p>-Teachers bring assessment data back to the PLCs. <b>(EET Rubric 3d, 4d)</b></p> |  |  |  |  |  |
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|  |  | <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Based on the data, teachers discuss Differentiated Instruction strategies that were effective. (EET Rubric 4a, 4d)</p> <p>-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) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effectiveness of the four strategies (predicting, questioning, clarifying, and summarizing) that encompasses Reciprocal Teaching. (EET Rubric 3b, 3c, and 3e)</p> <p>1A.3</p> <p><b>Action Step 1A.2</b></p> <p>Reading Support Team will be offering voluntary lesson</p> |  | <p>Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future planning</p> |  |  |  |
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|  | <p>1A.2</p> <p>-Teachers are at varying levels of using collaborative structures</p> <p>-Lack of common planning time.</p> | <p>planning with K-5 teachers on a weekly basis. During planning, teachers discuss and plan lessons according to the close reading model while incorporating the Reciprocal Teaching strategies. This reading strategy crosses all content areas.</p> <p><b>Plan</b></p> <p>Teacher PD</p> <p>The Reading Coach and Reading Resource teacher will provide differentiated close reading trainings to teachers in K-5.</p> <p><i>Teacher Planning</i></p> <p>-Discuss and plan ways to increase student practice and discussion of skills learned in the lesson. (instead of lesson being teacher centered)</p> <p><b>EET Rubric: 1a, 1b, 4d)</b></p> <p>-Reading teachers share the responsibility for developing and/or providing resources for each component of the reader's workshop model in order to carry out planned lessons effectively.</p> <p><b>Do/Check</b></p> <p><i>Teacher Actions in the Classroom</i></p> <p>-Provide students with Reciprocal Teaching desk plates, bookmarks, and/or access to Anchor Charts.</p> <p>-Teachers implement</p> | <p>Who</p> <p>-Reading Coach</p> <p>-Reading Resource Teachers</p> <p>-Instructional Coach(es)</p> <p>-Team</p> <p>-Peer and Mentor Evaluators.</p> <p>How</p> <p>-Sign-in sheets from lesson planning sessions.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p> <p><i>1st Grading Period Check</i></p> <p><i>Operational</i></p> <p><i>2nd Grading Period Check</i></p> <p><i>Operational</i></p> <p><i>3rd Grading Period Check</i></p> <p><b>Operational</b></p> | <p>and instruction.</p> <p>-Teachers chart their students' individual progress towards mastery.</p> <p>PLC Level</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>Leadership Team Level</p> <p>-Reading Leadership Team determines what specific data will be reported</p> <p>-Reading Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>- Teachers meet with Reading Coach and/or Reading Resource Teacher in FAIR data conferences to identify student needs and plan for data driven instruction</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for Tier II and Tier III targeted students.</p> <p>-Grade level PLC's use data to evaluate the effectiveness of strategy implementation and supplemental instruction for Tier II targeted students.</p> <p><u>1st Grading Period Check</u></p> <p>—</p> <p>—</p> <p><u>2nd Grading Period Check</u></p> <p>—</p> <p>—</p> <p><u>3rd Grading Period Check</u></p> | <p>3x per year</p> <p>- FAIR</p> <p>During the Grading Period</p> <p>-Student work</p> <p>-Unit tests</p> <p>-<i>CIM Assessment</i></p> <p>-Projects</p> |  |  |
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|  | <p>the strategies in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric: 3a, 3c, 3e)</p> <p>-Teachers provide timely feedback to the Reading Support Team and their grade-level team to use the feedback to enhance their planning.</p> <p>-Teachers will allow students the opportunity to grapple with the text independently prior to any modeling in the text, thus allowing the teacher to target instruction at the points of difficulty the students demonstrated.</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs</i></p> <p>-Teachers bring their ideas, resources, and planning tools to weekly planning sessions in order to collaborate effective upcoming lessons.</p> <p>-Based on student data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p><i>Administrators/Reading Leadership Team</i></p> <p>-Lesson planning strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be</p> |  | <p>-</p> <p>-</p> <p>-</p> |  |  |  |
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|                                                                                                                                                                         |                                                   | <p>overcome.</p> <p><i>Whole School</i></p> <p>-Common planning time is allotted every Monday from 1:30-3:30 to be scheduled according to grade-level team needs and objectives.</p> |  |  |  |  |  |
| <p><u>Reading Goal #1:</u></p> <p>In grades 3-5, the percentage of all students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 45% to 55%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>                                                                                                                                   |  |  |  |  |  |
|                                                                                                                                                                         | 45%                                               | 55%                                                                                                                                                                                  |  |  |  |  |  |

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|  |  | <p>1.2.</p> <p>1B.1</p> <p>-Teachers need more work in the area of “guided practice” of the lesson.</p> | <p>1.2.</p> <p><b>Strategy 1B</b></p> <p><b>This reading strategy crosses all content areas.</b></p> <p>The purpose of this strategy is to strengthen the core curriculum. Students’ comprehension of course content improves by participating in lessons where teachers learn how to navigate the <b>Gradual Release of Responsibility depending on the needs of the student.</b></p> <p>-Using the close reading model teachers will first release students to text for a first read while teachers listen to individual students and take note of their comprehension.</p> <p>-Then based on teacher observation the teacher will explicitly teach and model at the points where the students had the most difficulty.</p> <p>Students will reread the text for a specific task and the teacher will “catch and release” the students as needed with as much student independence as possible.</p> <p>(EET Rubric: 1a, 1b, 3a, 3c, 3e)</p> <p><b>Action Step 1B.1</b></p> <p>Reading Support Team introduces lesson plan guide at the lesson planning PLC. This lesson plan guide structures the Explicit, Modeled, Guided and Independent instruction. The teachers will learn how to navigate between each component of the gradual release model as needed as opposed to moving through</p> | <p>1.2.</p> <p>Who</p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coach</p> <p>-Reading Resource Teachers</p> <p>-Peer and Mentor Evaluators</p> <p>How</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p><i>1st Grading Period Check</i></p> <p><i>Emerging</i></p> <p><i>2nd Grading Period Check</i></p> <p><i>Emerging</i></p> <p><i>3rd Grading Period Check</i></p> <p><b>Emerging</b></p> | <p>1.2.</p> <p>Teacher Level</p> <p>-Grades 3-5 reading teachers will incorporate Comprehension Toolkit lessons during shared reading to engage and teach comprehension strategies.</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of student engagement and use this knowledge to drive future instruction.</p> <p>-Teachers provide explicit instructions and clearly stated objectives for every lesson.</p> <p>-Teachers ask higher order thinking questions and instruct using engagement tools for multiple intelligences.</p> <p>PLC Level</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>Leadership Team Level</p> <p>-Leadership Team determines what specific data will be reported to the Leadership Team</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p> <p><u>1st Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>2nd Grading Period Check</u></p> | <p>1.2.</p> <p>3x per year</p> <p>- FAIR</p> <p>-Benchmark Roster</p> <p>During the Grading Period</p> <p>-Common assessments (Comprehension Toolkit Assessment checklists)</p> <p>-Reciprocal Teaching Think Sheets/ Charts</p> <p>-Student work</p> <p>-Unit tests</p> <p>-<i>CIM Assessment</i></p> |  |
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|  |  |  | <p>them in a linear fashion.</p> <p><b>Action Step 1B.2</b></p> <p>Curriculum support team will provide Coaching/ Instructional Cycles focusing on the implementation of gradual release of responsibly. Initially, teachers will be identified to participate in Coaching/Instructional Cycles in order to build capacity at each grade level to create model classrooms.</p> <p><b>Action Step 1B.3</b></p> <p>Implementation observations will occur at specific times during the reading block to observe the gradual release model. Informal anecdotal notes from observations will be used to collect information.</p> <p><b>Plan</b></p> <p><i>Teacher PD</i></p> <p>-Instructional coaches and key teacher leaders provide school-based professional development on how to navigate between the components of the gradual release model in order plan appropriately paced shared reading lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a Gradual Release of Responsibility and student independence. (EET Rubric: 1a, 1b, 3a, 3c, 3e)</p> <p><i>Planning/PLCs before the Lessons</i></p> <p>-Within PLCs, teachers brainstorm ideas for implementing the gradual release model of responsibility such as:</p> <p>--Discuss and plan out how much time it will take for each component of the gradual</p> |  |  |  |  |
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|  |  |  | <p>release model within an upcoming lesson or concept based on individual student needs (e.g.: ELL, ESE, AGP, etc.)</p> <p>--Discuss specific guided practice teaching strategies that can be implemented in upcoming lessons such as found in The Comprehension Toolkit</p> <p>--Discuss specific strategies for involving students in active participation in learning such as:</p> <p>*Reciprocal Teaching A-B</p> <p>*Thinking Stems</p> <p>*Buddy Reading</p> <p>*FAB 4</p> <p>*Turn and Talk</p> <p>--Discuss and plan ways to increase student practice and discussion of skills learned in the lesson. (instead of lesson being teacher centered)</p> <p><b>(EET Rubric: 1a, 1b, 4d)</b></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p><b>Do/Check</b></p> <p><i>Teacher Actions in the Classroom</i></p> <p>-Teachers implement the gradual release model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. <b>(EET Rubric: 3a, 3c, 3e)</b></p> <p>-At the end of the unit,</p> |  |  |  |
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|  |  |  | <p>teachers give a common assessment identified from the core curriculum material. <b>(EET Rubric 3d)</b></p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Common Assessment</i></p> <p>-Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b></p> <p>-Using the data, effective gradual release strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a, 4d, 4e)</b></p> <p><i>Administrators/Leadership Team</i></p> <p>-Through walkthroughs teachers are identified that excel in gradual release strategies and techniques in order to set up demonstration classrooms. <b>(EET 4d, 4e)</b></p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms.</p> <p><b>(EET 4e)</b></p> <p>-PLC Facilitators/Subject Area Leaders/Department Heads put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges.</p> <p>-Gradual release strategies and techniques are on the</p> |  |  |  |
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|                                                                                                                                                                    |                            |                 | <p>Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase gradual release strategies and techniques.</p> |                                                                                                                                |                                |  |  |
| 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: | <b>Anticipated Barrier</b> | <b>Strategy</b> | <p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>                                                                                                                                                                                                                                          | <p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> | <b>Student Evaluation Tool</b> |  |  |



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| <p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p> | <p>2.1.<br/>Teachers are at varying skill levels with higher order questioning techniques.<br/><br/>- PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p> | <p>2.1.<br/><b>Strategy 2</b><br/><b>This reading strategy crosses all content areas.</b><br/><br/><b>Tier 1</b>-The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through utilization of the Comprehension Toolkit (input, process, and output) across the curriculum. As a result, there will be increased use of Higher Order Thinking questions to enhance reading proficiency.<br/><br/><b>Action Step 2.1</b><br/><br/>Curriculum Support Team will be lesson planning with K-5 teachers on a weekly basis. During that planning, teachers discuss and plan lessons incorporating the higher order thinking skills<br/><br/><b>Plan</b><br/><br/><i>Teacher PD</i><br/><br/>As a professional development activity, PLCs use the data to discuss techniques that were successful.<br/><br/><b>Do/Check</b><br/><br/><i>Teacher Actions in the Classroom</i><br/><br/>-Teacher uses prior</p> | <p>2.1.<br/>2.1<br/>Who<br/>-Principal<br/>-AP<br/>-Reading Coach<br/>-Reading Resource Teachers<br/>-Peer and Mentor Evaluators<br/>How<br/>Informal Observations and Assessment grids created by reading teaching teams and/or assessment charts from the Comprehension Toolkit.</p> | <p>2.1.<br/>2.1<br/>Teacher Level<br/><br/>-Grades 3-5 reading teachers will incorporate Comprehension Toolkit lessons during shared reading to engage and teach comprehension strategies.<br/><br/>-Teachers reflect on lessons during the unit citing/using specific evidence of student engagement and use this knowledge to drive future instruction.<br/><br/>-Teachers provide explicit instructions and clearly stated objectives for every lesson.<br/><br/>-Teachers ask higher order thinking questions and instruct using engagement tools for multiple intelligences.<br/><br/>PLC Level<br/><br/>-Sign in sheet from training. PLC notes.<br/><br/>-Review and discuss Chapter 4 in <i>Teach Like a Champion: Engaging Students in Your Lesson</i><br/><br/>Leadership Team Level<br/><br/>PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.<br/><br/>-<br/><u>1st Grading Period Check</u><br/><br/>-<br/><u>2nd Grading Period Check</u></p> | <p>2.1.<br/>2.1<br/>3x per year<br/><br/>- FAIR On-going Progress Monitoring in comprehension<br/><br/>-CIM Assessments<br/><br/>During the nine weeks<br/><br/>-Common assessments<br/><br/>(Comprehension Toolkit Assessment checklists)<br/><br/>-Reciprocal Teaching Think Sheets/Charts<br/><br/>-Student work<br/><br/>-Unit tests<br/><br/>-CIM Assessment</p> |  |  |
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|  | <p>year's FAIR Data and DRA2 information to help drive instruction encourage student use of higher level questioning</p> <p>-Teacher models the use of higher level questions vs. lower level questions</p> <p>-Implement lessons with the Comprehension Toolkit and vocabulary strategies</p> <p>-Assess students by having them identify and create different levels of questions.</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Common Assessment</i></p> <p>-Teachers bring student work and/or assessments to PLCs.</p> <p>-Based on the data, PLCs use the problem-solving process to determine next steps of Comprehension Toolkit.</p> <p>-PLCs study Comprehension Toolkit techniques and record their work on the PLC logs.</p> <p><i>Administrators/ Leadership Team</i></p> <p>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP</p> |  | <p>-</p> <p>-</p> <p><u>3a Grading Period Check</u></p> |  |  |  |
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|                                                                                                                                                                    |                                            | <p>strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p> <p>-Demonstration classrooms are identified</p> <p>-Plan grade-level curriculum nights and/or study skills training for parents</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase higher order questioning strategies and techniques.</p> |                                             |                                                                                       |                                |  |  |
| <u>Reading Goal #2:</u>                                                                                                                                            | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                             |                                                                                       |                                |  |  |
| In grades 3-5, the percentage of all students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 20% to 25%                                   |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             |                                                                                       |                                |  |  |
|                                                                                                                                                                    | 20%                                        | 25%                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                                                                                       |                                |  |  |
| 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: | <b>Anticipated Barrier</b>                 | <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Fidelity Check</b>                       | <b>Strategy Data Check</b>                                                            | <b>Student Evaluation Tool</b> |  |  |
|                                                                                                                                                                    |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Who and how will the fidelity be monitored? | How will the evaluation tool data be used to determine the effectiveness of strategy? |                                |  |  |

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| <p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p> | <p>B.1.<br/>B.1.<br/>-Teachers at varying levels of skill expertise in using checks for understanding techniques<br/>-PLCs need to spend time planning for checks for understanding within lessons.</p> | <p>B.1.<br/><b>Strategy</b><br/>Students' mastery of standards increases through teachers' use of data to plan and adjust instruction. Specifically, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills and standards. <i>3d (with 3c and 3e) from EET Rubric</i><br/><b>Action Steps</b><br/><b>Action Step 3.1</b><br/>Within grade level PLCs, teachers will plan core instruction including DI based on multiple sources of data. (see Results column for grade level specific assessment details)<br/><b>Plan</b><br/><i>Teacher Planning</i><br/>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)<br/>- With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). (EET Rubric 1a, 3b, 4d)</p> | <p>B.1.<br/>Who<br/>-Principal<br/>-AP<br/>-Reading Coaches<br/>-Reading Resource Teachers<br/>-Reading Teachers<br/>How<br/>-PLC logs turned into administration. Administration provides feedback.<br/>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.<br/>-EET formal evaluations<br/>-EET Pop-Ins (Admin and Peer/Mentor)<br/>-EET formal observations (Admin and Peer/Mentor)<br/>-EET informal observation(Admin and Peer/Mentor)<br/><i>1st Grading Period Check</i><br/><i>Emerging</i><br/><i>2nd Grading Period Check</i><br/><i>Emerging</i><br/><i>3rd Grading Period Check</i><br/><i>Emerging</i></p> | <p>B.1.<br/>Teacher Level<br/>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.<br/>-Teachers provide Differentiated Instruction to targeted students (remediation and enrichment) through data conferences with the Reading Coach three times a year.<br/>-Teachers chart their students' individual progress towards mastery.<br/>PLC Level<br/>-PLCs calculate the average unit assessment score for all their students across the PLC per class/course.<br/>-PLCs discuss how to report and share the data with the Leadership Team.<br/>-Data is used to identify effective higher order activities in future lessons.<br/>Leadership Team Level<br/>-Leadership Team determines what specific data will be reported in FAIR data conferences.<br/>-Leadership Team determines and maintains a school-wide data system to track student progress.<br/>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.<br/><u>1st Grading Period Check</u><br/>-<br/>-</p> | <p>B.1.<br/>3x per year<br/>- FAIR<br/>During the Grading Period<br/>K – Letter Identification and sounds<br/>1 – 5 Fluency Check, Words Their Way Inventory, Running Record with Miscue Analysis and Comprehension Check</p> |  |  |
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|  | <p>-With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as:</p> <p>--Think-Pair-Share</p> <p>--Break it Down (<i>Teach Like a Champion</i>)</p> <p>--Exit Tickets (<i>Teach Like a Champion</i>)</p> <p>--Check for Understanding (<i>Teach Like a Champion</i>)</p> <p><b>(EET Rubric 1a, 3b, 4d)</b></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom.</i></p> <p>-During the lesson, teachers consistently implement checks for understanding strategies effectively. <b>(EET Rubric 3b)</b></p> <p>--When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem.</p> <p>--Offering an alternative explanation, approach, style of questioning or student activity.</p> <p>--Implementing a</p> |  | <p><u>2<sup>nd</sup> Grading Period Check</u></p> <p>—</p> <p>—</p> <p><u>3<sup>rd</sup> Grading Period Check</u></p> |  |  |  |
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|  | <p>collaborative structure activity.</p> <p>--Significantly modifying the activity.</p> <p>--Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success.</p> <p>--If needed, teachers identifying likely content and activity challenges in the original lesson and designing a second lesson that avoids those challenges.</p> <p><b>(EET Rubric 3e)</b></p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. <b>(EET Rubric 3d)</b></p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Common Assessment</i></p> <p>-Teachers bring their common assessment data to their PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b></p> <p>-In PLCs teachers discuss the outcomes of CIM strategies and techniques during their lessons. <b>(EET Rubric 4a, 4d)</b></p> <p>-Using the data, effective CIM strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a,</b></p> |  |  |  |  |  |
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|  |  | <p><b>4d, 4e)</b></p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p><i>Administrators/ Leadership Team</i></p> <p>-Through walkthroughs teachers are identified that excel in CIM strategies and techniques in order to set up demonstration classrooms. <b>(EET 4d, 4e)</b></p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms. <b>(EET 4e)</b></p> <p>-PLC Facilitators/ Team Leaders put CIM strategies and techniques on every agenda, allowing teachers to share successes and challenges.</p> <p>-CIM strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase CIM strategies and techniques.</p> |  |  |  |  |  |
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| <u>Reading Goal #3:</u>                                                                                 | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> |  |  |  |  |  |
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| Points earned from students making learning gains on the 2013 FCAT Reading will increase from 68 to 78. | 68 pts.                                    | 78 pts.                                     |  |  |  |  |  |



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|  |  | <p>B.2.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p> | <p>B.2.</p> <p><b>Strategy:</b></p> <p><b>This reading strategy crosses all content areas.</b></p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping:</p> <p>-Homogeneous/Cluster/ Ability Grouping</p> <p>-Heterogeneous/Mixed Ability Grouping</p> <p>-Individualized Work/ Independent Study</p> <p>-Whole Class Instruction</p> <p>-Pairs or Partners</p> <p><b>Action Steps</b></p> <p><b>Plan</b></p> <p><i>Teacher Planning</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. PLCs use the checklist/self-assessment to plan their lessons.</p> <p><b>Do I give my students?</b></p> <p>-Different ways to take in information</p> | <p>B.2.</p> <p>Who</p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coaches</p> <p>-Reading Resource Teachers</p> <p>-Peer and Mentor Evaluators</p> <p>How</p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p><i>1st Grading Period Check</i></p> <p><i>Emerging</i></p> <p><i>2nd Grading Period Check</i></p> <p><i>Emerging</i></p> <p><i>3rd Grading Period Check</i></p> <p><b>Emerging</b></p> | <p>B.2.</p> <p>Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers chart their students' individual progress towards mastery.</p> <p>PLC Level</p> <p>-PLCs calculate the average unit assessment score for all their students across the PLC per class/course.</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>Leadership Team Level</p> <p>-Leadership Team determines what specific data will be reported to the Leadership Team.</p> <p>-Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p> <p><u>1st Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>2nd Grading Period Check</u></p> | <p>B.2.</p> <p>3x per year</p> <p>- FAIR</p> <p>During the Grading Period</p> <p>-Common assessments (pre, post, mid, section, end of unit)</p> <p>-Projects</p> |  |
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|  |  |  | <p>--Different amounts of time to complete the work</p> <p>--Different assignments depending on ability, readiness, comprehension level, learning preferences/ styles, and interests.</p> <p>--Different types of assessments</p> <p><b>For all students, do I?</b></p> <p>--Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study.</p> <p>--Create a variety of activities and tasks that allows students to explore concepts and standards in different ways.</p> <p>--Give students choices in some of their learning activities.</p> <p><b>For High Performing or Gifted do I?</b></p> <p>--Make modifications to ensure students are challenged with higher-level thinking activities.</p> <p>--Use curriculum compacting, independent study, and extension activities where appropriate</p> <p><b>For Lower Ability and Students with Learning Difficulties:</b></p> <p>--Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas.</p> <p><b>For English Language Learners:</b></p> <p>--Use gestures, visuals and graphic organizers when explaining concepts</p> |  | <p>3rd Grading Period Check</p> |  |  |
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|  |  |  | <p>-Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.</p> <p>-Recognize cultural/experiential differences, and when feasible includes these in units and examples.</p> <p><b>(EET Rubric 4d, 4e)</b></p> <p>-Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom.<br/><b>(EET Rubric 1b)</b></p> <p>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" <b>(EET Rubric 1e, 4d)</b></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom</i></p> <p>-Teachers implement lessons using Differentiated Instruction activities. <b>(EET Rubric 3c)</b></p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. <b>(EET Rubric 3d)</b></p> <p><b>Check/Act</b></p> |  |  |  |  |
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|  |  |  | <p><i>Teachers/PLCs after the Common Assessment</i></p> <ul style="list-style-type: none"> <li>-Teachers bring their common assessment data to their PLCs.</li> <li>-Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b></li> <li>-PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons.</li> <li>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></li> <li>-Using the data, effective Differentiated Instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a, 4d, 4e)</b></li> <li>-Based on the data, teachers plan future Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students.</li> </ul> <p><i>Administrators/Leadership Team</i></p> <ul style="list-style-type: none"> <li>-Through walkthroughs teachers are identified that excel in Differentiated Instruction strategies and techniques in order to set up demonstration classrooms. <b>(EET 4d, 4e)</b></li> <li>-Classroom coverage is provided for teachers to attend demonstration classrooms. <b>(EET 4e)</b></li> </ul> <p>-PLC Facilitators/Subject Area Leaders/Department Heads put Differentiated Instruction strategies and</p> |  |  |  |
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|                                                                                                                                                                    |                            |                 | <p>techniques on every agenda, allowing teachers to share successes and challenges.</p> <p>- Differentiated Instruction strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase Differentiated Instruction strategies and techniques.</p> |                                                                                                                                |                                |  |  |
| 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: | <b>Anticipated Barrier</b> | <b>Strategy</b> | <p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> | <b>Student Evaluation Tool</b> |  |  |

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| <p>4. <b>FCAT 2.0:</b> Points for students in Lowest 25% making learning gains in reading.</p> | <p>4.1.<br/>See<br/>Goals 1,<br/>2, 3 and<br/>5</p> | <p>4.1.</p> | <p>4.1.</p> | <p>4.1.</p> | <p>4.1.</p> |  |  |
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| <p><u>Reading Goal #4:</u><br/>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 75 points to 80 points.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> |                                                                              |                                                                                                                             |                                       |                         |  |
|                                                                                                                                                                                 | <p>75pts.</p>                                     | <p>80 pts.</p>                                     |                                                                              |                                                                                                                             |                                       |                         |  |
| <p>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:</p>    | <p><b>Anticipated Barrier</b></p>                 | <p><b>Strategy</b></p>                             | <p><b>Fidelity Check</b><br/>Who and how will the fidelity be monitored?</p> | <p><b>Strategy Data Check</b><br/>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> | <p><b>Student Evaluation Tool</b></p> |                         |  |
| <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>                                                               | <p><b>2011-2012</b></p>                           | <p><b>2012-2013</b></p>                            | <p><b>2013-2014</b></p>                                                      | <p><b>2014-2015</b></p>                                                                                                     | <p><b>2015-2016</b></p>               | <p><b>2016-2017</b></p> |  |
| <p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>                                     |                                                   |                                                    |                                                                              |                                                                                                                             |                                       |                         |  |
| <p><u>Reading Goal #5:</u></p>                                                                                                                                                  |                                                   |                                                    |                                                                              |                                                                                                                             |                                       |                         |  |

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| <p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p> | <p>5A.1.<br/>White:<br/>Black:<br/>Hispanic:<br/>Asian:<br/>American Indian:</p> <p>-Teachers are at varying levels of understanding of the ELL vocabulary standards.<br/>- Teachers are at varying levels of understanding of the types of vocabulary items that complement content instruction.<br/>-PLC meetings do not include discussion of leveled vocabulary development and assessment for content instruction.<br/>-PLC meetings do not include the development of vocabulary instructional activities for upcoming lessons.</p> | <p>5A.1.<br/><b>Strategy 5A.1</b><br/>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s).<br/><b>Action Step 5A.1</b><br/><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary acquisition will improve through the implementation of appropriately leveled, vocabulary development lessons across all content areas.<br/><b>Plan</b><br/><i>Team Planning/ PLCs Before the Lesson</i><br/>-Teams/PLCs identify essential tested skills/ standards/benchmarks for their students that need reinforcement and/or remediation. (EET Rubric 1b, 1c, 4a, 4d)<br/>-As a Professional Development activity, Teams/PLCs design specific scaffolded lessons essential in creating appropriate vocabulary acquisition (EET Rubric 1e, 1d, 1f, 4d)<br/>-Teams/PLCs will recognize vocabulary needs within each content area.<br/>-Teams/PLCs come to consensus on the use of</p> | <p>5A.1.<br/>Who<br/>-Principal<br/>-AP<br/>-Reading Coach<br/>-Team Leaders<br/>-Reading Leadership Team<br/>How Monitored<br/>-PLC logs turned into administration. Administration provides feedback.<br/>-Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool - Vocabulary strategy will be added to the form under Instructional Practices.)<br/>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.<br/>-Classroom walk-through form for Grades K-12 Reading Intervention classes (available from Reading Department)<br/>-PSLT will review student data and fidelity data every nine weeks.<br/><u>1st Grading Period Check</u><br/><u>2nd Grading Period Check</u><br/><u>3rd Grading Period Check</u></p> | <p>5A.1.<br/>Teacher Level<br/>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.<br/>-Teachers chart their students' individual progress.<br/>PLC Level<br/>-Using the individual teacher data PLCs calculate the 80% mastery data across all classes/courses for each mini assessment.<br/>-After each assessment, PLCs will ask the following questions:<br/><i>1. Are there skills that need to be re-taught in a whole lesson to the entire class?</i><br/><i>2. Are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique?</i><br/><i>3. Are there skills that need to be re-taught to targeted students?</i><br/><i>4. How do we report and share our results with the Leadership Team?</i><br/>Leadership Team Level<br/>-PLC facilitator/ Team Leader will share data with the Problem Solving Leadership Team to review for positive trends at a minimum of once per nine weeks.<br/><u>1st Grading Period Check</u><br/><u>2nd Grading Period Check</u></p> | <p>5A.1.<br/>3x per year<br/>- FAIR On-going Progress Monitoring Tool (Scaffolded Discussion Templates)<br/>During the nine weeks<br/>- End-of-unit/chapter tests (All Content Areas)<br/>-Program generated assessments<br/>-Vocabulary assessments (All Content Areas)</p> |  |  |
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|  | <p>common assessments:<br/> a) vocabulary items included in end of the unit/segment assessment<br/> b) LA- embedded vocabulary development activities and/or c) any program assessment provided in curriculum resources and materials.</p> <p>- 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)</p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom</i></p> <p>-Teachers implement the mini lessons and mini assessments to the whole group or targeted students.</p> <p>-Vocabulary Instruction should not be limited to reading, but integrated into all subject areas using the 5-Day Vocabulary Model.</p> <p>-Teachers implement the common assessments based on strategies to determine meanings of unknown words.</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Mini-Assessments</i></p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)</p> <p>-Based on the data, teachers reflect on their own teaching. (EET</p> |  | <p><u>3rd Grading Period Check</u></p> |  |  |  |
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|  |  | <p><b>Rubric 4a)</b></p> <p>-As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the mini-lesson timeline/ calendar.</p> <p>-If needed Differentiated Instruction mini-lessons/ assessments are given to targeted students as Tier 2 &amp; 3 interventions.</p> <p>-Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. <b>(EET Rubric 1b, 3c, 3e, 4d)</b></p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p><i>Whole Faculty</i></p> <p>-As a Professional Development activity, PLCs use data with the problem-solving process to determine next steps in their vocabulary acquisition implementation.</p> <p>-Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM and DI strategies.</p> |  |  |  |  |  |
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| <u>Reading Goal #5A:</u>                                                                                                                  | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> |  |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------|--|--|--|--|--|
| <p>The percentage of White_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 50% to 55%.</p>    |                                            |                                             |  |  |  |  |  |
| <p>The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 29% to 36%.</p>    |                                            |                                             |  |  |  |  |  |
| <p>The percentage of Hispanic_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 45% to 51%.</p> |                                            |                                             |  |  |  |  |  |
| <p>The percentage of Asian_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 48% to 53%.</p>    |                                            |                                             |  |  |  |  |  |

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|                                                                                                                                                                                                                                | White: 50%<br>Black: 29%<br>Hispanic: 45%<br>Asian:48%<br>American Indian:<br>na | White: 55%<br>Black: 36%<br>Hispanic:<br>51%<br>Asian: 53%<br>American Indian: na |                                                                          |                                                                                                                         |                                |  |  |
| 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:                                                          | <b>Anticipated Barrier</b>                                                       | <b>Strategy</b>                                                                   | <b>Fidelity Check</b><br><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |  |  |
| <b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>                                                                                                                                    | 5B.1.                                                                            | 5B.1.<br><br><b>See Goal 5A.1</b>                                                 | 5B.1.                                                                    | 5B.1.                                                                                                                   | 5B.1.                          |  |  |
| <u>Reading Goal #5B:</u><br><br>In grades 3-5, <b>48%</b> Economically <b>Disadvantaged</b> students will score a Level 3 or above on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%. | <u>2012 Current Level of Performance:*</u>                                       | <u>2013 Expected Level of Performance:*</u>                                       |                                                                          |                                                                                                                         |                                |  |  |

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|                                                                                                                                                                       | 42 %                       | 48 %                     |                                                                      |                                                                                                                     |                                |       |  |
|                                                                                                                                                                       |                            | 5B.2.                    | 5B.2.                                                                | 5B.2.                                                                                                               | 5B.2.                          | 5B.2. |  |
|                                                                                                                                                                       |                            | <b>See Goals 1, 2, 3</b> |                                                                      |                                                                                                                     |                                |       |  |
| 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: | <b>Anticipated Barrier</b> | <b>Strategy</b>          | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |       |  |



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|                                                                                                                                                                                                              |                                                   | <p>assessment identified from the core curriculum material.</p> <p>7. Teachers bring ELL assessment data back to the PLCs.</p> <p>8. Based on the data, teachers discuss strategies that were effective for ELL students.</p> <p>9. Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques.</p> <p>10. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>11. PLCs record their work in logs.</p> |  |  |  |  |  |
| <p><u>Reading Goal #5C:</u></p> <p>In grades 3-5, 42%ELL students will score a Level 3 or above on the 2013 FCAT Reading Test or the percentage of non-proficient students will decrease by 10% in 2012.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |  |  |

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|                                                                                                                                                                       | 36%                        | 42%                     |                                                                      |                                                                                                                     |                                |       |  |
|                                                                                                                                                                       | —                          | 5C.2.                   | 5C.2.<br><b>See Goal 5A.1</b>                                        | 5C.2.                                                                                                               | 5C.2.                          | 5C.2. |  |
|                                                                                                                                                                       |                            | 5C.3.                   | 5C.3.<br><b>See Goals 1, 2, 3</b>                                    | 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: | <b>Anticipated Barrier</b> | <b>Strategy</b>         | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |       |  |
| <b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>                                                                              | 5D.1.                      | 5D.1.<br><br><b>N/A</b> | 5D.1.                                                                | 5D.1.                                                                                                               | 5D.1.                          |       |  |



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| <p><u>Reading Goal #5D:</u></p> <p>In grades 3-5, 16%SWD students will score a Level 3 or above on the 2013 FCAT Reading Test or the percentage of non-proficient students will decrease by 10% in 2012.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> |  |  |  |  |  |
|                                                                                                                                                                                                              | <p>16%</p>                                        | <p>24%</p>                                         |  |  |  |  |  |

**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<br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---------------------------------------|-------------------------|----------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
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| Daily 5 Book Study                                                  | K-5        | Reading Coach                    | All teachers school wide | Launch on<br>September 19, 2012         | Administrators conduct targeted classroom walk-throughs to monitor implementation of the Daily 5                   | Administrative Team/ RLT |
| Daily 5 Book Study                                                  | K-5        | Reading Coach                    | All teachers school wide | Conclude on October 1, 2012             | Administrators conduct targeted classroom walk-throughs to monitor implementation of the Daily 5                   | Administrative Team/ RLT |
| Close Reading Workshop<br>(Higher Order Thinking Strategies)        | K-5        | Reading Coach & Reading Resource | All teachers school-wide | Launch on<br>October 8, 2012            | Administrators conduct targeted classroom walk-throughs to monitor implementation of the Close Reading Model       | Administrative Team/ RLT |
| Close Reading Workshop<br>(Higher Order Thinking Strategies)        | K-5        | Reading Coach & Reading Resource | All teachers school wide | Mid-Point Check In<br>December 3, 2012  | Administrators conduct targeted classroom walk-throughs to monitor implementation of the Close Reading Model       | Administrative Team/ RLT |
| Close Reading Workshop<br>(Higher Order Thinking Strategies)        | K-5        | Reading Coach & Reading Resource | All teachers school wide | Conclusion Check In<br>February 4, 2013 | Administrators conduct targeted classroom walk-throughs to monitor implementation of the Close Reading Model       | Administrative Team/ RLT |
| Why Do I Do These Ridiculous Running Records                        | K-5        | Reading Coach                    | K-5 Reading Teachers     | October 4, 2012                         | Quarterly review of Benchmark Rosters- RTI Progress Monitoring Records                                             | Administrative Team/ RLT |
| Developmental Reading Assessment Training (DRA2) Part 1             | K-5        | Reading Coach                    | All teachers school wide | November 1, 2012                        | Quarterly review of Benchmark Rosters- RTI Progress Monitoring Records                                             | Administrative Team/ RLT |
| Developmental Reading Assessment Training (DRA2) Part 2             | K-5        | Reading Coach                    | All teachers school wide | November 15, 2012                       | Quarterly review of Benchmark Rosters- RTI Progress Monitoring Records                                             | Administrative Team/ RLT |
| Intermediate Shared Reading Training Part One                       | 2-5        | Reading Coach                    | 2-5 Reading Teachers     | December 13, 2012                       | Administrators conduct targeted classroom walk-throughs to monitor shared reading                                  | Administrative Team/ RLT |
| Intermediate Shared Reading Training Part Two                       | 2-5        | Reading Coach                    | 2-5 Reading Teachers     | January 24, 2013                        | Administrators conduct targeted classroom walk-throughs to monitor shared reading                                  | Administrative Team/ RLT |
| Differentiated Instruction                                          | K-5        | District PD Trainers             | All teachers school wide | Throughout the 2012-2013 School Year    | Administrators conduct targeted classroom walk-throughs to monitor DI implementation                               | Administrative Team/ RLT |
| <i>(This PD also covers a similar strategy in Math and Science)</i> |            |                                  |                          |                                         |                                                                                                                    |                          |
| The Genre of Test Reading                                           | Grades 1&2 | Reading Coach & Reading Resource | 1 & 2 Reading Teachers   | January 29, 2013                        | Administrators conduct targeted classroom walk-throughs to monitor the implementation of the Genre of Test Reading | Administrative Team/ RLT |
| The Genre of Test Reading                                           | Grades 3-5 | Reading Coach & Reading Resource | 1 & 2 Reading Teachers   | February 19, 2013                       | Administrators conduct targeted classroom walk-throughs to monitor the implementation of the Genre of Test Reading | Administrative Team/ RLT |

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Building on Reciprocal  
Teaching

K-5

Reading Coach  
& Reading  
Resource

All teachers school wide

Throughout the 2012-2013  
School Year

Administrators conduct targeted classroom  
walk-throughs to monitor Reciprocal  
Teaching.

Administrative Team/ RLT

*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)).

| <b>Elementary School Mathematics Goals</b>                                                                                                                         | <b>Problem-Solving Process to Increase Student Achievement</b> |                 |                                                                          |                                                                                                                         |                                |  |  |
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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: | <b>Anticipated Barrier</b>                                     | <b>Strategy</b> | <b>Fidelity Check</b><br><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |  |  |

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| <p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p> | <p>1.1.</p> <p>-Lack of time devoted to PLC with Math focus to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> | <p>1.1.</p> <p><b>Strategy</b></p> <p>Student math proficiency will increase as a result of teachers effective planning of math instruction. (Domain 1 and 3a, 3b, and 3c in EET Rubric)</p> <p><b>Tier 1</b>-The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction with core curriculum and provide <b>Differentiated Instruction (DI)</b> as a result of the RtI problem solving model.</p> <p><b>Action Step 1.1</b></p> <p><b>Action Step 1.1</b></p> <p>Through weekly voluntary planning with the Math Resource Teacher, teachers' plans will reflect an understanding of the organization structure of the curriculum resources.</p> <p>Resources Included in planning (but are not limited to): Weekly Lesson Planning template, Concept Map Template, District Math Calendar.</p> | <p>1.1.</p> <p>Who</p> <p>-Principal</p> <p>-AP</p> <p>-Math Resource Teacher</p> <p>-Peer and Mentor Evaluators</p> <p>How</p> <p>-Math planning logs/sign in sheets</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation (Admin and Peer/Mentor)</p> <p><b>1st Grading Period Check</b></p> <p><b>2nd Grading Period Check</b></p> <p><b>3rd Grading Period Check</b></p> | <p>1.1.</p> <p>Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers chart their students' individual progress towards the SMART Goal and discuss with students</p> <p>PLC Level</p> <p>-After each assessment, PLCs will ask the following questions:</p> <p><i>1. How are we using data to inform our instruction?</i></p> <p><i>2. What barriers to implementation are we facing and how will we address them?</i></p> <p><i>3. To what degree are we making progress towards our SMART goal?</i></p> <p><i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p> <p><i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i></p> <p><i>6. Are there skills that need to be re-taught to targeted students?</i></p> <p><i>7. How do we report and share our results with the Leadership Team?</i></p> <p>Leadership Team Level</p> <p>-Data will be used to plan for future supplemental instruction.</p> <p>-PSLT will review the data for positive trends at a minimum</p> | <p>1.1.</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>During the Grading Period</p> <p>- Common assessments (pre, post, mid, section, end of unit)</p> <p>-FASTT Math reports</p> <p>-Examples of student work</p> <p>-Evidence of H.O.T. Questions, Hot Talk Cool Moves Strategies and problem solving in Lesson Plans</p> <p>-Evidence of Manipulatives in Math Centers</p> <p>-Student examples of problem-solving tasks</p> |  |  |
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|  |  | <p><b>Plan</b></p> <p><i>Planning/PLCs Before the Lesson</i></p> <p>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" Specifically, PLCs reflect on the following questions:</p> <p>--Does the assessment match the intended essential learnings and learning targets?(EET Rubric 1f)</p> <p>--Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?</p> <p>--If using a rubric, have we come to consensus what each level of the rubric looks like?</p> <p>--How will we explain to students what they are</p> |  | <p>of once per month</p> <p>-Identify and plan for Tier II and Tier III interventions with the teachers.</p> <p><u>1st Grading Period Check</u></p> <p>—</p> <p><u>2nd Grading Period Check</u></p> <p>—</p> <p><u>3rd Grading Period Check</u></p> <p>—</p> |  |  |
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|  |  | <p><i>expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated?</i></p> <p><i>--How will we involve the student in self-assessment and monitoring?</i></p> <p><i>--How will we collect and track end-of-unit assessment data in order to evaluate student growth? (EET Rubric 1f, 4d).</i></p> <p><i>-PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.) (EET Rubric 1c, 4d)</i></p> <p><i>-As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.</i></p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom</i></p> <p><i>-PLC teachers instruct students</i></p> |  |  |  |  |
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|  |  | <p>using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Common Assessment</i></p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Based on the data, teachers discuss Differentiated Instruction strategies that were effective. (EET Rubric 4a, 4d)</p> <p>-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) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c)</p> |  |  |  |  |
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|                                                                                                                                                                           |                                                   | <p>-PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills.</p> <p>-PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson.</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> |                                             |                                                                                       |                                |  |
| <p><u>Mathematics Goal #1:</u></p> <p>In grades 3-5, the percentage of all students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 38% to 43%.</p>  | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>                                                                                                                                                                                                                                                                                                                      |                                             |                                                                                       |                                |  |
|                                                                                                                                                                           | 38%                                               | 43%                                                                                                                                                                                                                                                                                                                                                                     |                                             |                                                                                       |                                |  |
| <p>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:</p> | <b>Anticipated Barrier</b>                        | <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                                         | <b>Fidelity Check</b>                       | <b>Strategy Data Check</b>                                                            | <b>Student Evaluation Tool</b> |  |
|                                                                                                                                                                           |                                                   |                                                                                                                                                                                                                                                                                                                                                                         | Who and how will the fidelity be monitored? | How will the evaluation tool data be used to determine the effectiveness of strategy? |                                |  |

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| <p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p> | <p>2.1.</p> <ul style="list-style-type: none"> <li>- Teachers are at varying skill levels with higher order questioning techniques.</li> <li>- PLC meetings do not focus on higher order questioning strategies for upcoming lessons.</li> <li>- Administrators are at varying skill levels with identification of higher order thinking, questioning and concept planning.</li> </ul> | <p>2.1.</p> <p>Strategy</p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in Higher Order Thinking (H.O.T.) Questioning. As a result, there will be increased use of accountable talk between teacher-student and student-student.</p> <p><b>Plan</b></p> <p><i>Teacher PD</i></p> <ul style="list-style-type: none"> <li>-Instructional coaches and key teacher leaders provide school-based professional development on how to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes higher order thinking. (EET Rubric: 1a, 1b, 3a, 3c, 3e)</li> <li>-Discuss and plan ways to increase student practice and discussion of math skills learned in the lesson. (instead of lesson being teacher centered)</li> </ul> <p>(EET Rubric: 1a, 1b,</p> | <p>2.1.</p> <p>Who</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-Math Resource Teacher</li> <li>-Math Teachers</li> </ul> <p>How</p> <ul style="list-style-type: none"> <li>-HCPS Informal Observation Pop-In Form (EET tool) <i>(which has H.O.T. as a strategy listed on the form.)</i></li> </ul> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> | <p>2.1.</p> <p>Teacher Level</p> <ul style="list-style-type: none"> <li>-PLCs examine student work and data.</li> <li>-Data from review of unit assessments and math notebooks will be analyzed &amp; discussed with students</li> <li>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</li> <li>-Teachers chart their students’ individual progress towards mastery.</li> </ul> <p>PLC Level</p> <ul style="list-style-type: none"> <li>-PLCs calculate the average unit assessment score for all their students across the PLC per class/course.</li> <li>-PLCs discuss how to report and share the data with the Leadership Team.</li> <li>-Data is used to identify effective activities in future lessons.</li> </ul> <p>Leadership Team Level</p> <ul style="list-style-type: none"> <li>-PLC facilitator will share data with the Problem Solving Leadership Team.</li> <li>-The Problem Solving Leadership Team/Math Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</li> </ul> <p><u>1st Grading Period Check</u></p> | <p>2.1.</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>3x per year</p> <p>Quarterly Reviews of Benchmark rosters</p> <p>During the Grading Period</p> <ul style="list-style-type: none"> <li>-Administrative walkthroughs of higher order questioning strategies and accountable talk strategies</li> <li>-Examples of student work</li> <li>-Evidence of H.O.T. Questions in Lesson Plans</li> <li>-Evidence of Manipulatives in Math Centers</li> <li>-Student examples of problem-solving tasks</li> <li>-Common assessments (pre, post, mid, section, end of unit)</li> </ul> |  |  |
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|  |  | <p>4d)<br/>                 -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p><b>Do/Check</b></p> <p><i>Teacher Actions in the Classroom</i></p> <p>-Teachers implement H.O.T. questioning techniques in the classroom.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p><b>Check/Act</b></p> <p><i>Teachers/ PLCs after the Common Assessment</i></p> <p>-Teachers bring their common assessment data back to the PLCs.</p> |  | <p>-</p> <p>-</p> <p><u>2nd Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>3rd Grading Period Check</u></p> |  |  |  |
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|  |  | <p>-Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b></p> <p>-Using the data, effective H.O.T. questioning strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a, 4d, 4e)</b></p> <p>-PLCs record their work on the PLC logs.</p> <p><i>Administrators/<br/>Leadership<br/>Team</i></p> <p>-Through walkthroughs teachers are identified that excel in H.O.T. strategies and techniques in order to set up demonstration classrooms. <b>(EET 4d, 4e)</b></p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms. <b>(EET 4e)</b></p> <p>-PLC Facilitators/<br/>Subject Area<br/>Leaders<br/>put H.O.T.</p> |  |  |  |  |  |
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|  |  | <p>strategies and techniques on every agenda, allowing teachers to share successes and challenges.</p> <p>-H.O.T. strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase H.O.T. strategies and techniques.</p> |  |  |  |  |  |
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| <p><u>Mathematics Goal #2:</u></p> <p>In grades 3-5, the percentage of all students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 12% to 17%.</p>  | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> |                                                                                 |                                                                                                                                |                                       |  |  |
|                                                                                                                                                                           | <p>12%</p>                                        | <p>17%</p>                                         |                                                                                 |                                                                                                                                |                                       |  |  |
| <p>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:</p> | <p><b>Anticipated Barrier</b></p>                 | <p><b>Strategy</b></p>                             | <p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p> | <p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> | <p><b>Student Evaluation Tool</b></p> |  |  |

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| <p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p> | <p>3.1.<br/>-Teachers at varying levels of skill expertise in using checks for understanding techniques<br/><br/>-PLCs need to spend time planning for checks for understanding within lessons.</p> | <p>3.1.<br/>Strategy<br/><br/>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participation in regular Checks for Understanding during and at the close of the lesson. (EET Rubric 3b and 3e)<br/><br/><b>Action Steps</b><br/><br/><b>Plan</b><br/><br/><i>Teacher Planning</i><br/><br/>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)<br/><br/>- With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). (EET Rubric 1a, 3b, 4d)<br/><br/>-With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as:</p> | <p>3.1.<br/>Who<br/><br/>-Principal<br/>-AP<br/>-Math Resource Teacher<br/><br/>-Math Teachers<br/><br/>-Peer and Mentor Evaluators<br/><br/>How<br/><br/>-PLC logs turned into administration. Administration provides feedback.<br/><br/>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.<br/><br/>-EET formal evaluations<br/><br/>-EET Pop-Ins (Admin and Peer/Mentor)<br/><br/>-EET formal observations (Admin and Peer/Mentor)<br/><br/>-EET informal observation(Admin and Peer/Mentor)<br/><br/><u>1st Grading Period Check</u><br/><br/><u>2nd Grading Period Check</u><br/><br/><u>2nd Grading Period Check</u><br/><br/><u>3rd Grading Period Check</u></p> | <p>3.1.<br/>Teacher Level<br/><br/>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.<br/><br/>- Teachers chart their students' individual progress towards mastery.<br/><br/>PLC Level<br/><br/>-Vertical team will discuss strategies, ideas, and questions that address cross grade level trends for strengths and areas of need. Data is used to identify effective activities in future lessons.<br/><br/>Leadership Team Level<br/><br/>-Bridges Leadership Team will guide teachers through effective vertical team discussions<br/><br/>-Leadership Team determines and maintains a school-wide data system to track student progress.<br/><br/><u>1st Grading Period Check</u><br/><br/><u>2nd Grading Period Check</u><br/><br/><u>3rd Grading Period Check</u></p> | <p>3.1.<br/>2x per year<br/><br/>District Baseline and Mid-Year Testing<br/><br/>During the Grading Period<br/><br/>-Examples of student work<br/><br/>- Common assessments (pre, post, mid, section, end of unit)<br/><br/>-Student examples of problem-solving tasks</p> |  |
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|  |  | <p>--Think-Pair-Share</p> <p>--Think and Write</p> <p>--3-2-1 Wrap-up</p> <p>--Break it Down<br/><i>(Teach Like a Champion)</i></p> <p>--Exit Tickets<br/><i>(Teach Like a Champion)</i></p> <p>--Check for Understanding<br/><i>(Teach Like a Champion)</i></p> <p><b>(EET Rubric 1a, 3b, 4d)</b></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom.</i></p> <p>-During the lesson, teachers consistently implement checks for understanding strategies effectively. <b>(EET Rubric 3b)</b></p> <p>-Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. <b>(EET Rubric 3b, 3c, 3d, 3e)</b></p> |  |  |  |  |
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|  |  | <p>-Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of strategies such as:</p> <ul style="list-style-type: none"> <li>--When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem.</li> <li>--Offering an alternative explanation, approach, style of questioning or student activity.</li> <li>--Implementing a collaborative structure activity.</li> <li>--Significantly modifying the activity.</li> <li>--Changing the pace.</li> <li>--Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success.</li> <li>--If needed, teachers identifying likely content and activity challenges in the original lesson and designing a second lesson that avoids those challenges.</li> </ul> |  |  |  |  |  |
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|  |  | <p>(EET Rubric 3e)</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Common Assessment</i></p> <p>-Teachers bring their common assessment data to their PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d)</p> <p>-Using the data, effective checking for understanding strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> |  |  |  |  |  |
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|  |  | <p><i>Administrators/<br/>Leadership Team</i></p> <p>-Through walkthroughs teachers are identified that excel in checking for understanding strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e)</p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms. (EET 4e)</p> <p>-PLC Facilitators/ Subject Area Leaders/Department Heads put checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges.</p> <p>-Checking for understanding strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers will participate in faculty SIP Reviews where teachers</p> |  |  |  |  |  |
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|                                                                                                                                                     |                                                   | showcase checking for understanding strategies and techniques |  |  |  |  |  |
| <p><u>Mathematics Goal #3:</u></p> <p>The points earned for students making learning gains on the 2013 FCAT will increase from 61 to 66 points.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>            |  |  |  |  |  |
|                                                                                                                                                     | 61 pts.                                           | 66 pts.                                                       |  |  |  |  |  |

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|  |  | <p>3.2.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p> | <p>3.2.</p> <p><b>Strategy:</b></p> <p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping:</p> <p>-Homogeneous/Cluster/Ability Grouping</p> <p>-Heterogeneous/Mixed Ability Grouping</p> <p>-Individualized Work/Independent Study</p> <p>-Whole Class Instruction</p> <p>-Pairs or Partners</p> <p><b>Action Steps</b></p> <p><b>Plan</b></p> <p><i>Teacher Planning</i></p> <p>-Using data from previous assessments and daily classroom performance/ work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><b>Do I give my students:</b></p> <p>-Different ways to take in information</p> | <p>3.2.</p> <p>Who</p> <p>-Principal</p> <p>-AP</p> <p>-Math Resource Teacher</p> <p>-Math Teachers</p> <p>-Peer and Mentor Evaluators</p> <p>How</p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p> <p><u>1<sup>st</sup> Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>2<sup>nd</sup> Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>3<sup>rd</sup> Grading Period Check</u></p> <p>-</p> <p><u>3<sup>rd</sup> Grading Period Check</u></p> | <p>3.2.</p> <p>Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers chart their students' individual progress towards mastery.</p> <p>PLC Level</p> <p>-PLCs calculate the average unit assessment score for all their students across the PLC per class/course.</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>Leadership Team Level</p> <p>-Leadership Team determines what specific data will be reported to the Leadership Team</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p> <p><u>1<sup>st</sup> Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>2<sup>nd</sup> Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>3<sup>rd</sup> Grading Period Check</u></p> | <p>3.2.</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>During the Grading Period</p> <p>-Evidence of Manipulatives in Math Centers</p> <p>-Student examples of problem-solving tasks</p> <p>- Common assessments (pre, post, mid, section, end of unit)</p> |
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|  |  |  | <p>--Different amounts of time to complete the work</p> <p>--Different assignments depending on ability, readiness, comprehension level, learning preferences/ styles, and interests.</p> <p>--Different types of assessments</p> <p><b>For all students, do I:</b></p> <p>--Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study.</p> <p>--Create a variety of activities and tasks that allows students to explore concepts and standards in different ways.</p> <p>--Give students choices in some of their learning activities.</p> <p><b>For High Performing, Gifted, Honors and Advanced Students, do I:</b></p> <p>--Make modifications to ensure students are challenged with higher-level thinking</p> <p>--Use curriculum compacting, independent study, and extension activities where appropriate</p> <p><b>For Lower Ability and Students with Learning Difficulties:</b></p> <p>--Assess specific skills and knowledge that need remediation and utilize</p> |  |  |  |
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|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
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|  |  | <p>a variety of strategies to help students in these areas.</p> <p><b>For English Language Learners:</b></p> <ul style="list-style-type: none"> <li>-Use gestures, visuals and graphic organizers when explaining concepts</li> <li>-Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.</li> <li>-Recognize cultural/experiential differences, and when feasible includes these in units and examples.</li> </ul> <p><b>(EET Rubric 4d, 4e)</b></p> <ul style="list-style-type: none"> <li>-Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. <b>(EET Rubric 1b)</b></li> <li>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" <b>(EET Rubric 1e, 4d)</b></li> <li>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</li> </ul> |  |  |  |  |
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|  |  | <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom</i></p> <p>-Teachers implement lessons using Differentiated Instruction activities. (EET Rubric 3e)</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Common Assessment</i></p> <p>-Teachers bring their common assessment data to their PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons.</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p>-Using the data, effective Differentiated Instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p>-Based on the data, teachers plan future Differentiated Instruction</p> |  |  |  |  |
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|  |  |  | <p>lessons (either as a whole lesson or mini lesson) to the whole class or targeted students.</p> <p><i>Administrators/ Leadership Team</i></p> <p>-Through walkthroughs teachers are identified that excel in Differentiated Instruction strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e)</p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms.</p> <p><b>(EET 4e)</b></p> <p>-PLC Facilitators/ Subject Area Leaders/ Department Heads put Differentiated Instruction strategies and techniques on every agenda, allowing teachers to share successes and challenges.</p> <p>- Differentiated Instruction strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase Differentiated Instruction strategies and techniques.</p> |  |  |  |  |
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|  |  | <p>3.3.</p> <p>-Lack of infrastructure to support technology</p> <p>-Lack of technology hardware</p> <p>-Teachers at varying understanding of the intent of the CCSS</p> | <p>3.3.</p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the math core curriculum. Students’ comprehension of course content improves through the use of technology and hands-on activities to implement the standards.</p> <p><b>Action Steps</b></p> <p>-PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 70% of the students will score an 75% or above on each unit of instruction.)</p> <p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>-PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-As a Professional Development activity, teachers use data to discuss strategies that were effective.</p> <p>-Based on data, PLCs</p> | <p>3.3.</p> <p>Who</p> <p>-Principal</p> <p>-AP</p> <p>-Technology Resource Teacher</p> <p>-Math Resource Teacher</p> <p>-Math Teachers</p> <p>How</p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-</p> <p>-</p> <p><u>1<sup>st</sup> Grading Period Check</u></p> <p>-</p> <p><u>2<sup>nd</sup> Grading Period Check</u></p> <p>-</p> <p><u>3<sup>rd</sup> Grading Period Check</u></p> <p>-</p> <p><u>3<sup>rd</sup> Grading Period Check</u></p> | <p>3..3.</p> <p>Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Guide students in using Go! Math online resources.</p> <p><u>1<sup>st</sup> Grading Period Check</u></p> <p>-</p> <p><u>2<sup>nd</sup> Grading Period Check</u></p> <p>-</p> <p><u>3<sup>rd</sup> Grading Period Check</u></p> | <p>3.3.</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>During the Grading Period</p> <p>-Informal assessment of student utilization of online math resources</p> <p>-Common assessments (pre, post, mid, section, end of unit)</p> |
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|                                                                                                                                                                    |                            |                                              | use the problem-solving process to determine next steps of planning technology and hands-on strategies.<br><br>-PLCs record their work in the PLC logs. |                                                                                       |                                |  |  |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | <b>Anticipated Barrier</b> | <b>Strategy</b>                              | <b>Fidelity Check</b>                                                                                                                                   | <b>Strategy Data Check</b>                                                            | <b>Student Evaluation Tool</b> |  |  |
|                                                                                                                                                                    |                            |                                              | Who and how will the fidelity be monitored?                                                                                                             | How will the evaluation tool data be used to determine the effectiveness of strategy? |                                |  |  |
| <b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b>                                                                        | 4.1.                       | 4.1.<br><br>See<br>Goals 1,<br>2, 3 and<br>5 | 4.1.                                                                                                                                                    | 4.1.                                                                                  | 4.1.                           |  |  |

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| <p><u>Mathematics Goal #4:</u></p> <p>The points earned for students in the lowest 25% making learning gains on the 2013 FCAT Math will increase from 45 to 50 points.</p>   | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> |                                                                                 |                                                                                                                                |                                       |      |  |
|                                                                                                                                                                              | 45 pts.                                           | 50 pts.                                            |                                                                                 |                                                                                                                                |                                       |      |  |
|                                                                                                                                                                              |                                                   | 4.2.                                               | 4.2.                                                                            | 4.2.                                                                                                                           | 4.2.                                  | 4.2. |  |
|                                                                                                                                                                              |                                                   | 4.3                                                | 4.3.                                                                            | 4.3.                                                                                                                           | 4.3.                                  | 4.3. |  |
| <p>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:</p> | <p><b>Anticipated Barrier</b></p>                 | <p><b>Strategy</b></p>                             | <p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p> | <p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> | <p><b>Student Evaluation Tool</b></p> |      |  |

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| 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 |  |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| <b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> |           |           |           |           |           |           |  |
| <u>Math Goal #5:</u>                                                                                                                 |           |           |           |           |           |           |  |

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| <p><b>5A. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in mathematics</b></p> | <p>5A.1.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>- Students not receiving academic support outside of math classroom instruction</p> </div> | <p>5A.1.</p> <p>Strategy</p> <p><b>Tier 2/3</b> - Students' math skills will improve through providing a <b>supplemental math class</b>.</p> <p>Action Steps</p> <ol style="list-style-type: none"> <li>1. Identify students in lowest quartile and/or Level 1</li> <li>2. Think Central Target lessons</li> <li>3. Recommend for SES tutoring program</li> </ol> <p><b>Plan</b></p> <p><i>Planning/ PLCs Before the Lesson</i></p> <p>- PLCs identify essential tested skills/standards/benchmarks for their students that need reinforcement and/or remediation. <b>(EET Rubric 1b, 1c, 4a, 4d)</b> - Teachers discuss how to correlate mini lessons with core curriculum.</p> <p>- 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. <b>(EET Rubric 1b, 1c, and 4d)</b></p> <p>-Teachers discuss</p> | <p>5A.1.</p> <p>Who</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>- Math Resource Teacher</li> <li>- Math Teachers</li> </ul> <p>How Monitored</p> <ul style="list-style-type: none"> <li>- FASTT Math Reports</li> </ul> <p><del>1st Grading Period Check</del></p> <p><del>2nd Grading Period Check</del></p> <p><del>3rd Grading Period Check</del></p> | <p>5A.1.</p> <p>Teacher Level</p> <ul style="list-style-type: none"> <li>-Teachers will allow ten minutes/three time per week for students to work on FASTT Math</li> <li>-Teachers may voluntarily be available before school for extra help with basic math facts</li> </ul> <p>Administrative Level</p> <p>AP reviews District-level baseline and midyear assessments during Quarterly Reviews of Benchmark rosters.</p> <p><del>1st Grading Period Check</del></p> <p><del>2nd Grading Period Check</del></p> <p><del>3rd Grading Period Check</del></p> | <p>5A.1.</p> <p>During the Grading Period</p> <p>-Benchmark mini assessments</p> |  |  |
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|  |  | <p>strategies for teaching the mini lessons.</p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom</i></p> <p>-Teachers implement the mini lessons and mini assessments to the whole group or targeted students.</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Mini-Assessments</i></p> <p>-Teachers bring assessment data back to the PLCs.<br/><b>(EET Rubric 4d)</b></p> <p>-Based on the data, teachers reflect on their own teaching.<br/><b>(EET Rubric 4a)</b></p> <p>-As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the mini-lesson timeline/ calendar.</p> <p>-If needed Differentiated Instruction mini-lessons/assessments are given to targeted students as Tier 1 interventions.</p> <p>-Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.<br/><b>(EET Rubric 1b,</b></p> |  |  |  |  |  |
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|                                                                                                                                                                                                                                                                  |                                                   | 3c, 3e, 4d)<br>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d) |  |  |  |  |  |
| <p><u>Math Goal #5A:</u></p> <div style="border: 1px solid black; width: 150px; height: 30px; margin-bottom: 5px;"></div> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 35% to 42%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>                                                                                              |  |  |  |  |  |



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|                                                                                                                                                                       | White: target met<br>Black: target met<br>Hispanic:35%<br>Asian: target met<br>American Indian: na | White: target met<br>Black :target met<br>Hispanic:42%<br>Asian: target met<br>American Indian: na |                                                                      |                                                                                                                     |                                |       |  |
|                                                                                                                                                                       |                                                                                                    | 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: | <b>Anticipated Barrier</b>                                                                         | <b>Strategy</b>                                                                                    | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |       |  |

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| <p><b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>                                                                                                                          | <p>5B.1.</p>                                      | <p>5B.1.<br/><br/>See<br/>Goal<br/>5A.1</p>        | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> |              |  |
| <p><u>Mathematics Goal #5B:</u><br/><br/>In grades 3-5 42%<b>Econ. Disadv.</b> students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 10% in 2013.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> |              |              |              |              |  |
|                                                                                                                                                                                                                                 | <p>36%</p>                                        | <p>42%</p>                                         |              |              |              |              |  |
|                                                                                                                                                                                                                                 |                                                   | <p>5B.1.</p>                                       | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> | <p>5B.1.</p> |  |

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|                                                                                                                                                                       |                     | 5B.3.                                       | 5B.3.                                                         | 5B.3.                                                                                                        | 5B.3.                   | 5B.3. |  |
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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy                                    | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |       |  |
| <b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>                                                                           | 5C.1.               | 5C.1.<br><br><b>See Goals 1, 2, 3 and 5</b> | 5C.1.                                                         | 5C.1.                                                                                                        | 5C.1.                   |       |  |

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| <p><b>Mathematics Goal #5C:</b></p> <p>In grades 3-5, <b>34%</b>ELL students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 10% in 2013.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> |                                                                                 |                                                                                                                                |                                       |              |  |
|                                                                                                                                                                                                                      | <p>30%</p>                                        | <p>34%</p>                                         |                                                                                 |                                                                                                                                |                                       |              |  |
|                                                                                                                                                                                                                      |                                                   | <p>5C.2.</p>                                       | <p>5C.2.</p>                                                                    | <p>5C.2.</p>                                                                                                                   | <p>5C.2.</p>                          | <p>5C.2.</p> |  |
|                                                                                                                                                                                                                      |                                                   | <p>5C.3.</p>                                       | <p>5C.3.</p>                                                                    | <p>5C.3.</p>                                                                                                                   | <p>5C.3.</p>                          | <p>5C.3.</p> |  |
| <p>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:</p>                                         | <p><b>Anticipated Barrier</b></p>                 | <p><b>Strategy</b></p>                             | <p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p> | <p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> | <p><b>Student Evaluation Tool</b></p> |              |  |

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| <p><b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>                                                                                                                     | <p>5D.1.</p>                                      | <p>5D.1.<br/><b>N/A</b></p>                        | <p>5D.1.</p> | <p>5D.1.</p> | <p>5D.1.</p> |  |  |
| <p><u>Mathematics Goal #5D:</u><br/><br/>In grades 3-5, <b>86%SWD</b> students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 10% in 2013.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> |              |              |              |  |  |
|                                                                                                                                                                                                                        | <p>12%</p>                                        | <p>21%</p>                                         |              |              |              |  |  |

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|  |  | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |  |
|  |  | 5D.3  | 5D.3  | 5D.3  | 5D.3  | 5D.3  |  |

*End of Elementary or Middle School Mathematics Goals*

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

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

| PD Content /Topic<br><br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br><br>and/or<br>PLC Leader | PD Participants<br><br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br><br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|-------------------------------------------|-------------------------|--------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
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| Hot Talk Cool Moves                                                                      | K-5 | Math Resource Teacher     | PLC, Grade Level, School Wide | Sept. 2012-May 2013 | Classroom Visits                            | Administration        |
| Basic Facts: Multiplication /Division, Addition/ Subtraction                             |     | District Level Math Staff |                               |                     | Administrative Walkthroughs of PLC Meetings | Math Resource Teacher |
| Connections-Case of the 4 Operations                                                     |     |                           |                               |                     |                                             |                       |
| Powerful Planning                                                                        |     |                           |                               |                     |                                             |                       |
| Meaty Math- Grade Level Specific Trainings<br>Use of Math Manipulatives in the Classroom | K-5 | Math Resource Teacher     | PLC, Grade Level, School Wide | Sept. 2012-May 2013 | Classroom Visits                            | Administration        |
| Problem Solving Strategies in Math Instruction                                           |     | District Level Math Staff |                               |                     | Administrative Walkthroughs of PLC Meetings | Math Resource Teacher |
| FASTT Math                                                                               |     |                           |                               |                     |                                             |                       |
| Go-Math Technology                                                                       |     |                           |                               |                     |                                             |                       |

*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

| <b>Science Goals</b>                                                                                                                                               | <b>Problem-Solving Process to Increase Student Achievement</b> |                 |                                                                          |                                                                                                                         |                                |  |  |
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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: | <b>Anticipated Barrier</b>                                     | <b>Strategy</b> | <b>Fidelity Check</b><br><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |  |  |



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| <p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b></p> | <p>1.1. -Not all teachers are able to attend available science trainings on dates available by the district.</p> <p>-Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.</p> <p>-Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model.</p> <p>-Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p> | <p>1.1. <b>Strategy 1</b></p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of <b>inquiry based instruction</b> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.</p> <p><b>Action Steps</b></p> <p>1. Teachers will attend District Science training and share information with their PLCs.</p> <p>2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an</p> | <p>1.1. Who</p> <p>Principal</p> <p>APEI</p> <p>Science Resource Teacher</p> <p>Science Teachers</p> <p>How Monitored</p> <p>-PLC logs turned into administration.</p> <p>Administration provides feedback.</p> <p>- Evidence of strategy in teachers’ lesson plans seen during administrative walk-throughs.</p> <p>-Classroom walk-throughs observing inquiry based instruction. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p> | <p>1.1. Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>Vertical PLC’s once a month (in grades 3-5)</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> | <p>1.1. 2x per year</p> <p>District-level baseline and mid-year tests</p> <p>-Evidence of ongoing long-term investigations</p> <p>-Evidence of hands-on inquiry</p> <p>-Administrative Walk-throughs</p> <p>- Evidence of technology (utilizing instructional calendar website links and National Geographic resources)</p> <p>- Schoolwide science learning events</p> <p>Participation in district competitions</p> <p>Evidence of teacher questioning in lesson plans</p> <p>Semester Exams</p> <p>During the nine weeks</p> <p>- Mini Assessments</p> <p>-Unit assessments</p> |  |  |
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|  |  | <p>80% or above on each unit of instruction.)</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>4. PLC teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss inquiry based instruction strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of</p> | <p><u>3rd Grading Period Check</u></p> |  |  |  |  |
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|  | <p>planning inquiry based instruction strategies.</p> <p>9. PLCs record their work in the PLC logs.--How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated?</p> <p>--How will we involve the student in self-assessment and monitoring?</p> <p>--How will we collect and track end-of-unit assessment data in order to evaluate student growth?<br/>(EET Rubric 1f, 4d).</p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom</i></p> <p>-PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the science curriculum</p> |  |  |  |  |  |
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|  | <p>material. (EET Rubric 3d)</p> <p><b>Check/Act</b></p> <p><i>Teachers/PLCs after the Common Assessment</i></p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Based on the data, teachers discuss inquiry based strategies that were effective. (EET Rubric 4a, 4d)</p> <p>-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) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c)</p> <p>-PLCs discuss inquiry based strategies for re-teaching of essential skills.</p> <p>-PLCs discuss how the data will be used to inquiry based during the initial teaching of the upcoming lesson.</p> <p>-After the</p> |  |  |  |  |  |
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|                                                                                                                                                                      |                                                   | <p>assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM and DI strategies.</p> |  |  |  |  |  |
| <p><u>Science Goal #1:</u></p> <p>In grade 5, the percentage of all students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 37% to 42%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>                                                                                                                                                                                                                                                  |  |  |  |  |  |
|                                                                                                                                                                      | 37%                                               | 42%                                                                                                                                                                                                                                                                                                 |  |  |  |  |  |

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|  |  | <p>1.2.</p> <p>-Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model.</p> <p>-Administrators are at varying skill levels with understanding inquiry and the 5E lesson model</p> <p>-PLC are not being implemented at all middle schools with fidelity</p> <p>-Lack of common planning time</p> | <p>1.2.</p> <p><b>Strategy 2</b></p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ science skills will improve through participation in the <b>5E lesson plan model.</b></p> <p><b>Action Steps 2.1</b></p> <p>1. Teachers will attend District Science training and share 5 E Lesson Plan Model information with their PLCs.</p> <p>2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Lesson Plans.</p> <p>4. PLC teachers instruct students using the 5 E Lesson Plans.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss effectiveness of the 5E Lesson Plans.</p> <p>8 Based on data, PLCs use the problem-solving process</p> | <p>1.2.</p> <p>Who</p> <p>Principal</p> <p>APEI</p> <p>Science Resource Teacher</p> <p>Science Teachers</p> <p>How Monitored</p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>- Classroom walk-throughs observing this strategy. PSLT will identify PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> | <p>1.2.</p> <p>PLCs will review evaluation data.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> | <p>1.2.</p> <p>2x per year</p> <p>District-level baseline and mid-year tests</p> <p>-Evidence of ongoing long-term investigations</p> <p>-Evidence of hands-on inquiry</p> <p>-Administrative Walk-throughs</p> <p>- Evidence of technology (utilizing instructional calendar website links and online National Geographic Resources)</p> <p>- Schoolwide science learning events</p> <p>Participation in district competitions</p> <p>Evidence of teacher questioning in lesson plans</p> <p>During the nine weeks</p> <p>- Mini Assessments</p> <p>-Unit assessments</p> |  |
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|                                                                                                                                                                    |                            |                 | to determine next steps of 5 E Lesson planning.<br>9. PLCs record their work in the PLC logs. |                                                                                                                     |                                |  |  |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | <b>Anticipated Barrier</b> | <b>Strategy</b> | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored?                          | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |  |  |

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| <p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b></p> | <p>2.1.<br/>- Teachers are at varying skill levels with higher order questioning techniques.<br/>- PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p> | <p>2.1.<br/>Strategy<br/>The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques/Costa's higher order/ Webb's Depth of Knowledge to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/ prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)<br/><b>Action Steps</b><br/><b>Plan</b><br/><i>Teacher PD for General Higher Order</i><br/>-Teachers attend school-based professional development activities on higher order questioning</p> | <p>2.1.<br/>Who<br/>-Principal<br/>-AP<br/>-Science Coach<br/>-Science Resource<br/>-Peer and Mentor Evaluators<br/>How<br/>-PLC logs turned into administration. Administration provides feedback.<br/>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.<br/>-EET formal evaluations<br/>-EET Pop-Ins (Admin and Peer/Mentor)<br/>-EET formal observations (Admin and Peer/Mentor)<br/>-EET informal observation(Admin and Peer/Mentor)<br/>-School-based informal walk-through form which includes the school's SIP strategies.</p> | <p>2.1.<br/>Teacher Level<br/>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.<br/>-Teachers maintain their assessments in the on-line grading system.<br/>-Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course.<br/>-Teachers chart their students' individual progress towards mastery.<br/>PLC Level<br/>-PLCs calculate the average unit assessment score for all their students across the PLC per class.<br/>-PLCs discuss how to report and share the data with the Leadership Team.<br/>-Data is used to identify effective activities in future lessons.<br/>Leadership Team Level<br/>-Leadership Team determines what specific data will be reported to the Leadership Team<br/>-Leadership Team determines and maintains a school-wide data system to track student progress.<br/>-PLC facilitator/ Science Resource shares data with the Problem Solving Leadership Team.<br/>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p> | <p>2.1.<br/>2x per year<br/>District Baseline and Mid-Year Testing<br/>During the Grading Period<br/>- Common assessments (pre, post, mid, section, end of unit)<br/>Science Notebooks<br/>Science Inquiry Rubrics</p> |  |  |
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|  | <p>strategies and apply those strategies in the classroom.</p> <p><i>Planning/PLCs Before the Lesson</i></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned it?"</p> <p><b>(EET Rubric 1f, 4d)</b></p> <p>-Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons.</p> <p><b>(EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</b></p> <p><b>Do/Check</b></p> <p><i>Teachers in the Classroom</i></p> <p>-During the lesson, teachers frequently ask higher order questions. The teacher responds</p> |  | <p><u>1st Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>2nd Grading Period Check</u></p> <p>-</p> <p>-</p> <p><u>3rd Grading Period Check</u></p> |  |  |  |
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|  | <p>to students' correct answers by probing for higher-level understanding in an effective manner. <b>(EET Rubric 1b, 3b, 3c)</b></p> <p>-During the lesson, teachers successfully engage all students in the discussion. <b>(EET Rubric 1b, 3b, 3c)</b></p> <p>-Students formulate many of the high-level questions and ensure that all voices are heard. <b>(EET Rubric 3b)</b></p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. <b>(EET Rubric 1c, 3a, 3b, 3c)</b></p> <p>-At the end of the unit, teachers administer the common assessment.</p> <p><b>Check/Act</b></p> <p><i>PLCs After the Common Assessment</i></p> <p>-Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b></p> <p>-Using the data, effective higher</p> |  |  |  |  |  |
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|  |  | <p>order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p><i>Administrators/ Leadership Team</i></p> <p>-Through walkthroughs teachers are identified that excel in higher order thinking questioning techniques/Costa's higher order/ Webb's Depth of Knowledge in order to set up demonstration classrooms. (EET 4d, 4e)</p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms. (EET 4e)</p> <p>-PLC Facilitators/ Subject Area Leaders put higher order thinking questioning techniques/Costa's higher order/ Webb's Depth of Knowledge questions on every agenda, allowing teachers to share</p> |  |  |  |  |  |
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|                                                                                                                               |                                            | <p>successes and challenges.</p> <p>-The higher order strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><i>Whole Faculty</i></p> <p>-Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase higher order thinking effective strategies.</p> |  |  |  |  |  |
| <u>Science Goal #2:</u>                                                                                                       | <u>2012 Current Level of Performance:*</u> | <u>2013Expected Level of Performance:*</u>                                                                                                                                                                                                                                                                                                                                                 |  |  |  |  |  |
| In grade 5, the percentage of all students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 9% to 14%. |                                            |                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |  |
|                                                                                                                               | 9%                                         | 14%                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |  |  |

**Science Professional Development**

**Professional Development (PD) aligned with Strategies through**

**Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012**

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**Professional Learning Community (PLC) or PD Activity**

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

| PD Content /Topic<br>and/or PLC Focus     | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                                                                                                                             | Person or Position Responsible for Monitoring |
|-------------------------------------------|-------------------------|----------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Inquiry Monday                            | K-5                     | District Level Science Training Team   | School-Wide                                                           | Sept. 2012-May 2013                                                                              | Administrative Classroom Visits                                                                                                                               | Administration                                |
| Grade Level Physical, Earth, Life Science |                         |                                        |                                                                       |                                                                                                  | Administrative Walkthroughs of PLC's<br>(in grades 3-5)                                                                                                       | Science Resource Teacher                      |
| Long Term Investigations                  | K-5                     | District Level Science Training Team   | School-Wide                                                           | Sept. 2012-May 2013                                                                              | Administrative Classroom Visits                                                                                                                               | Administration                                |
| Science Technology Training               |                         |                                        |                                                                       |                                                                                                  | Administrative Walkthroughs of PLC's<br>(in grades 3-5)                                                                                                       | Science Resource Teacher                      |
| Science and Reading                       | K-5                     | Crane, Bolt, Ballard                   | School-Wide                                                           | Sept. 2012-May 2013                                                                              | Evidence of technology (utilizing district instructional calendar, web-site links and online National Geographic Resources<br>Administrative Classroom Visits | Administration                                |
|                                           |                         |                                        |                                                                       |                                                                                                  | Administrative Walkthroughs of PLC's<br>(in grades 3-5)                                                                                                       | Science Resource Teacher                      |

*End of Science Goals*

**Writing/Language Arts Goals**

| Writing/<br>Language Arts<br>Goals                                                                                                                                 | Problem-<br>Solving<br>Process to<br>Increase<br>Student<br>Achievement |                 |                                                                          |                                                                                                                         |                                |  |  |
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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: | <b>Anticipated Barrier</b>                                              | <b>Strategy</b> | <b>Fidelity Check</b><br><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |  |  |

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| <p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p> | <p>1.1.<br/>- Teachers new to Language Arts may not have FCAT Writing training and are still developing skills<br/>- Teachers lack sufficient time to score student papers<br/>- Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing or trends</p> | <p>1.1.<br/><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through participation of best practices for teaching writing. Best practices include PLC instructional calendars, Differentiated Instruction and effective holistic scoring methods.<br/><br/>Action Steps<br/>1. As a Professional Development activity, teachers will be updated monthly on new writing information and trends from the district by the Writing Resource Teacher.<br/>2. As a Professional Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs.<br/>3. As a Professional Development activity, the Writing Teachers will</p> | <p>1.1.<br/>Who<br/>Principal<br/>APEI<br/>Writing Resource Teacher<br/>4th Grade Writing Teachers<br/><br/>How Monitored<br/>- PLC logs turned into administration. Administration provides feedback.<br/>- Classroom walk-throughs observing this strategy.<br/>- Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.<br/>-HCPS Informal Observation Pop-In Form (EET tool).<br/>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.<br/><u>1st Grading Period Check</u><br/>-<br/><u>2nd Grading Period Check</u><br/>-<br/><u>3rd Grading Period Check</u><br/>-<br/><u>3rd Grading Period Check</u></p> | <p>1.1.<br/>PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.<br/><br/>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.<br/><br/>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.<br/><br/>PLCs will participate in rubric Norming sessions to identify teacher barriers impeding effective holistic scoring.<br/><br/><u>1st Grading Period Check</u><br/>-<br/><u>2nd Grading Period Check</u><br/>-<br/><u>3rd Grading Period Check</u></p> | <p>1.1.<br/>Monthly<br/><br/>Student monthly demand writes, student daily drafts, conferencing notes, STAR Interview, writing portfolio<br/><br/>3x per year<br/><br/>Benchmark Rosters</p> |  |
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|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|  |  | <p>attend district level or school-wide writing trainings for best practices.</p> <p>4. Based on baseline data, PLCs write SMART goals for each nine weeks.</p> <p>5. As a Professional Development activity PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors.</p> <p>6. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead.</p> <p>7. Teachers implement the ideas based on specific student needs.</p> <p>8. As a Professional Development activity PLCs examine student conference notes, daily drafts, and monthly demand writes, and adjust the monthly writing menu of teaching</p> |  |  |  |  |  |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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|                                                                                                                                                                                                |                                                   | <p>points and share ideas to grow students.</p> <p>9. PLCs review nine week data, set a new goal for the following nine weeks.</p> <p>10. PLCs record their work in the PLC logs.</p> |  |  |  |  |  |
| <p><u>Writing/LA Goal #1:</u></p> <p>In grade 4, the percentage of all students scoring a Level 4 or higher on the 2013 FCAT Writing 2.0 will remain the same or increase from 91% to 99%.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>                                                                                                                                    |  |  |  |  |  |
|                                                                                                                                                                                                | <b>91%</b>                                        | <b>92%</b>                                                                                                                                                                            |  |  |  |  |  |

**Writing/Language Arts Professional Development**

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

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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

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

| PD Content /Topic<br>and/or PLC Focus    | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader<br>District Level Staff | PD Participants<br>(e.g. , PLC, subject, grade level, or school-wide)<br>Writing Teachers | Target Dates and Schedules<br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings)<br>School Year 2012-2013 | Strategy for Follow-up/Monitoring<br>PLC logs turned into administration                                                | Person or Position Responsible for Monitoring<br>Principal    |
|------------------------------------------|-------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Rubric Training for Embedded Assessments | 1-5                     |                                                                |                                                                                           |                                                                                                                           |                                                                                                                         | APE1<br>Writing Resource Teacher<br>Team Leaders              |
| Writer’s Workshop                        | K-5                     | District Level Staff                                           | Writing Teachers                                                                          | Throughout 2012-2013 school year                                                                                          | Administrative Walkthroughs<br>Checking PD in-service record<br>Monitoring Student Progress of Monthly Crestwood Writes | Principal<br>APE1<br>Writing Resource Teacher<br>Team Leaders |
| TIP Moodle2                              | 2-5                     | District                                                       | Writing Teachers                                                                          | By End of October 2012                                                                                                    | Administrative Walkthroughs<br>Checking PD in-service record<br>Monitoring Student Progress of Monthly Crestwood Writes | Principal<br>APE1<br>Writing Resource Teacher<br>Team Leaders |

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|                                                                   |     |                          |                                |                                  |                                                         |                                          |
|-------------------------------------------------------------------|-----|--------------------------|--------------------------------|----------------------------------|---------------------------------------------------------|------------------------------------------|
| 2012-2013 Elementary Writing Support- a progressive online course | 2-5 | Writing Resource Teacher | Writing Teachers               | Throughout 2012-2013 school year | Administrative Walkthroughs                             | Principal                                |
|                                                                   |     |                          |                                |                                  | Checking PD in-service record                           | APE1                                     |
|                                                                   |     |                          |                                |                                  | Monitoring Student Progress of Monthly Crestwood Writes | Writing Resource Teacher<br>Team Leaders |
| Monthly PLC                                                       | 4   | Writing Resource Teacher | 4 <sup>th</sup> Grade Teachers | Throughout 2012-2013 school year | Administrative Walkthroughs                             | Principal                                |
|                                                                   |     |                          |                                |                                  | Checking PD in-service record                           | APE1                                     |
|                                                                   |     |                          |                                |                                  | Monitoring Student Progress of Monthly Crestwood Writes | Writing Resource Teacher<br>Team Leaders |

*End of Writing Goals*

**Attendance Goal(s)**

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

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

|                             |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                |                                                                                                            |                                                                                             |  |  |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--|--|
| <p><b>1. Attendance</b></p> | <p>1.1.<br/>1.1<br/>-Lack of funding needed to purchase effective, quality incentives<br/><br/>-Lack of transportation for students living outside the bus route areas<br/><br/>-Out of school district students not targeted</p> | <p>1.1.<br/><b>Strategy 1</b><br/><b>Increase number of students getting to school on time and attending on a regular basis.</b><br/><b>Action Step 1.1</b><br/><br/>School Wide Attendance Plan: Teachers and school staff communicate with parents and/or guardians regarding their child's attendance using a step-by-step, 3-tiered system that teachers and schools staff will be trained on.<br/><br/>School Wide Attendance Incentive Plan: Provides the opportunity for all children to be rewarded for coming to<br/><br/>school with Daily, Monthly, Quarterly, and Yearly Incentive Goals</p> | <p>1.1.<br/>Attendance committee will keep a log and notes that will be reviewed by the Principal and shared with faculty.</p> | <p>1.1.<br/>Attendance committee will monitor the attendance data from the targeted group of students.</p> | <p>1.1.<br/>Instructional Planning Tool<br/>Attendance/Tardy data<br/><br/>EASI reports</p> |  |  |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

| Attendance Goal #1:                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>2012 Current</u>                                                                                                     | <u>2013 Expected</u>                                                                                                     |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>Attendance Rate:*</u>                                                                                                | <u>Attendance Rate:*</u>                                                                                                 |  |  |  |  |  |
| <p>1. The attendance rate will increase from 94% in 2011-2012 to 96% in 2012-2013.</p> <p>2. The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will <b>decrease from 10% (89 in 2012 to 80 in 2013)</b></p> <p>3. The number of students who have 10 or more <b>unexcused</b> tardies to school throughout the school year will <b>decrease by 10%. (251 in 2012 to 226 in 2013)</b></p> |                                                                                                                         |                                                                                                                          |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 94%                                                                                                                     | 96%                                                                                                                      |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u>2012 Current</u><br><u>Number of Students</u><br><u>with Excessive</u><br><u>Absences</u><br><br><u>(10 or more)</u> | <u>2013 Expected</u><br><u>Number of Students</u><br><u>with Excessive</u><br><u>Absences</u><br><br><u>(10 or more)</u> |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                        | 89                                                                                                                      | 80                                                                                                                       |  |  |  |  |  |

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

|  |                                                                            |                                                                                       |                                                                                                                                                                        |                                                                  |                                                                                                                   |                                                                          |  |
|--|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--|
|  | <u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> | <u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>           |                                                                                                                                                                        |                                                                  |                                                                                                                   |                                                                          |  |
|  | 251                                                                        | 226                                                                                   |                                                                                                                                                                        |                                                                  |                                                                                                                   |                                                                          |  |
|  |                                                                            | 1.2<br>-Incorrect contact information<br>-Parents will be unresponsive to phone calls | <b>Action Step 1.2</b><br>School will hire an attendance clerk to call the homes of absent children to confirm excuse and/or encourage attendance at school every day. | 1.2<br>Attendance clerk's log of daily phone calls and feedback. | 1.2<br>Attendance clerk's log of daily phone calls and feedback should correlate to an increased attendance rate. | 1.2<br>Instructional Planning Tool Attendance/Tardy data<br>EASI reports |  |
|  |                                                                            | 1.3<br>Parents are not responsive to phone calls and attendance letters sent home.    | <b>Action Step 1.3</b><br>Communication with the parents during conferences is part of the school wide attendance plan.                                                | 1.3<br>Teacher's conference summaries<br>Report Cards            | 1.3<br>Administration via Quarterly Reviews<br>Attendance Committee                                               | 1.3<br>Instructional Planning Tool Attendance/Tardy data<br>EASI reports |  |

**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<br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---------------------------------------|-------------------------|----------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
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*End of Attendance Goals*

**Suspension Goal(s)**

| <b>Suspension Goal(s)</b>                                                                                                         | <b>Problem-solving Process to Decrease Suspension</b>                                           |                                                                                                                                                                                                                                                                                              |                                                                                                 |                                                                                                                                                    |                                                                   |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--|--|
| Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | <b>Anticipated Barrier</b>                                                                      | <b>Strategy</b>                                                                                                                                                                                                                                                                              | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored?                            | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                | <b>Student Evaluation Tool</b>                                    |  |  |
| <b>1. Suspension</b>                                                                                                              | There needs to be common school-wide expectations and rules for appropriate classroom behavior. | <b>1.1</b><br><b>Tier 1:</b> Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. | <b>1.1</b><br>Special-Area Teachers-<br>“Behavior PLC”<br>AP<br>Guidance<br>School Psychologist | <b>1.1</b><br>Special-Area Teachers-<br>“Behavior PLC” will review data on Office Discipline Referrals ODRs and out of school suspensions monthly. | <b>1.1</b><br>Report Cards<br>Instructional Planning Tool<br>EASI |  |  |

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

| Suspension Goal #1:                                                                                                                            | 2012 Total Number<br>of                                | 2013 Expected<br>Number of                                |  |  |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|--|--|--|--|--|
| Goals                                                                                                                                          | In-School<br>Suspensions                               | In-School<br>Suspensions                                  |  |  |  |  |  |
| 1. The total number of In-School Suspensions will decrease by 10%. (6 in 2012 to 5 in 2013)                                                    |                                                        |                                                           |  |  |  |  |  |
| 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. (4 in 2012 to 3 in 2013)       |                                                        |                                                           |  |  |  |  |  |
| 3. The total number of Out-of-Suspensions will decrease by 10%. (110 in 2012 to 99 in 2013)                                                    |                                                        |                                                           |  |  |  |  |  |
| 4. The total number of students receiving Out-of-School Suspension throughout the school year will decrease by 10%. (28 in 2012 to 25 in 2013) |                                                        |                                                           |  |  |  |  |  |
|                                                                                                                                                | <b>6</b>                                               | <b>5</b>                                                  |  |  |  |  |  |
|                                                                                                                                                | <u>2012 Total Number<br/>of Students<br/>Suspended</u> | <u>2013 Expected<br/>Number of Students<br/>Suspended</u> |  |  |  |  |  |
|                                                                                                                                                | <u>In-School</u>                                       | <u>In-School</u>                                          |  |  |  |  |  |
|                                                                                                                                                | <b>4</b>                                               | <b>3</b>                                                  |  |  |  |  |  |

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

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|  | <u>2012 Number of Out-of-School Suspensions</u>                            | <u>2013 Expected Number of Out-of-School Suspensions</u>                                       |                                                                                                                                                                                                        |                                                               |                                                                                                                                                                                           |                                         |  |
|  | <b>110</b>                                                                 | <b>99</b>                                                                                      |                                                                                                                                                                                                        |                                                               |                                                                                                                                                                                           |                                         |  |
|  | <u>2012 Total Number of Students Suspended</u><br><br><u>Out-of-School</u> | <u>2013 Expected Number of Students Suspended</u><br><br><u>Out-of-School</u>                  |                                                                                                                                                                                                        |                                                               |                                                                                                                                                                                           |                                         |  |
|  | <b>28</b>                                                                  | <b>25</b>                                                                                      |                                                                                                                                                                                                        |                                                               |                                                                                                                                                                                           |                                         |  |
|  |                                                                            | Data indicates that there is wide variation in the number of ODRs generated across classrooms. | <b>1.2</b><br>Special-Area Teachers- "Behavior PLC" will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need (e.g., CHAMPS training) | <b>1.2</b><br>Special-Area Teachers- "Behavior PLC"<br><br>AP | <b>1.2</b><br>Special-Area Teachers- "Behavior PLC"<br><br>AP will review data on<br><br>Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms. | Instructional Planning Tool<br><br>EASI |  |
|  |                                                                            | 1.3.                                                                                           | 1.3.                                                                                                                                                                                                   | 1.3.                                                          | 1.3.                                                                                                                                                                                      | 1.3.                                    |  |

**Suspension Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning**

Hillsborough 2012  
Rule 6A-1.099811  
Revised July, 2012

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

**Community (PLC)  
or PD Activity**

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

| PD Content /Topic<br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                                                 | Person or Position Responsible for Monitoring |
|---------------------------------------|-------------------------|----------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------|
| CHAMPS                                | K-5                     | CHAMPS Trainer                         | School-Wide                                                           | Check PDS Course Menu                                                                            | Classroom walkthroughs looking for implementation of the strategies               | Principal and Assistant Principal             |
| Response to Intervention              | K-5                     | PD Trainer                             | School-wide                                                           | Check PDS Course Menu                                                                            | PDS Record<br>Classroom walkthroughs looking for implementation of the strategies | Principal and Assistant Principal             |
| OLWEUS Bully Prevention               | K-5                     | PD Trainer                             | School-wide                                                           | October 2012 – June 2013                                                                         | PDS Record<br>Classroom walkthroughs and reduced bullying reports/referrals       | Principal and Assistant Principal             |

*End of Suspension Goals*

**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 |  |  |  |  |  |  |
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| Based on the analysis of school data, identify and define areas in need of improvement:                                                                                                                                                  | Anticipated Barrier                                                                                                                                                                                 | Strategy                                                                                                          | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool                                                                          |  |  |
| <b>1. Health and Fitness Goal</b>                                                                                                                                                                                                        | 1.1 Lack of time during an instructional school to for classroom teachers to plan for and carry out three 30 minute health and fitness activities per week separate from PE classes 2x30 min./week. | 1.1 Students will engage in the equivalent of 150 minute teacher-directed health and fitness activities per week. | 1.1 Classroom Teachers and Physical Education Teachers        | 1.1 Teacher lesson plans and student schedules.                                                              | 1.1 Teacher lesson plans, class schedules, and student schedules.<br><br>Master school schedule. |  |  |
| <u>Health and Fitness Goal #1:</u>                                                                                                                                                                                                       | <u>2012 Current Level :*</u>                                                                                                                                                                        | <u>2013 Expected Level :*</u>                                                                                     |                                                               |                                                                                                              |                                                                                                  |  |  |
| During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 41% on the Pretest to 50% on the Posttest. |                                                                                                                                                                                                     |                                                                                                                   |                                                               |                                                                                                              |                                                                                                  |  |  |
|                                                                                                                                                                                                                                          | <b>41%</b>                                                                                                                                                                                          | <b>50%</b>                                                                                                        |                                                               |                                                                                                              |                                                                                                  |  |  |

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

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|  |  | 2 Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team. | 2 H.E.A.R.T. team activities. | 2. H.E.A.R.T. team notes/agendas | 2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health. | 2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health. |  |
|  |  | 3. Two thirty minute physical education classes per week                                              | 3. Physical Education Teacher | 3. <b>Administration</b>         | 3. Classroom walk-throughs<br><br>Class schedules                                     | 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<br><br>and/or PLC Focus                            | Grade Level/<br>Subject | PD Facilitator<br><br>and/or<br>PLC Leader | PD Participants<br><br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br><br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring  | Person or Position Responsible for Monitoring   |
|----------------------------------------------------------------------|-------------------------|--------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|
| Physical Education Curriculum, strategies, assessments, lesson plans | K-12                    | District leaders and HCPEA President       | District PE coaches                                                       | August 2012 to May 2013                                                                              | Publish notes on PE bulletin board | President, HCPE Association District Supervisor |

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

Physical Education K-12 Curriculum, strategies, assessments, lesson plans

Area PE coaches  
Area PLC

August 2012 to May 2013 Publish notes on PE bulletin board District Supervisor

**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                                                                                                                                                                 | Strategy Data Check                                                                                                                        | Student Evaluation Tool                                                                                                                    |  |  |
| <p><b>1. Continuous Improvement Goal</b></p>                                            | <p>1.1<br/>- Not enough time to meet</p>                | <p>1.1.<br/>Time will be provided for PLCs to meet on a bi-weekly basis on two Tuesdays a month.</p> | <p>1.1.<br/><u>Who</u><br/>Administration will attend PLC meetings at various grade levels<br/><u>How</u><br/>- Administration will review PLCs logs and provide feedback.</p> | <p>1.1.<br/>Instructional Leadership Team will examine the feedback from all PLC meetings and determine next steps in the PLC process.</p> | <p>1.1.<br/>Instructional Leadership Team will examine the feedback from all PLCs and determine next steps in the articulation process</p> |  |  |

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|                                                                                                                                                                                                                                                                                             |                     |                                                                                                            |                                                                                                                                                                                                                                          |                                                                                                                                                                                      |                                                                                                              |                                                                                             |  |
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| <p><u>Continuous Improvement Goal #1:</u></p> <p>The percentage of <b>teachers</b> who strongly agree with the indicator that “<b>articulation and alignment occur between and among all grade levels (under Teaching and Learning)</b>” will increase from 65% in 2012 to 80% in 2013.</p> |                     | <p><u>2013 Expected Level :*</u></p>                                                                       |                                                                                                                                                                                                                                          |                                                                                                                                                                                      |                                                                                                              |                                                                                             |  |
|                                                                                                                                                                                                                                                                                             | <p>65%<br/>(55)</p> | <p>80%<br/>(68)</p>                                                                                        |                                                                                                                                                                                                                                          |                                                                                                                                                                                      |                                                                                                              |                                                                                             |  |
|                                                                                                                                                                                                                                                                                             |                     | <p>1.2.</p> <p>-Difficulty making the transition from grade level to grade level through articulation.</p> | <p>1.2.</p> <p><u>Who</u></p> <p>Principal and Bridges trained staff members</p> <p><u>How</u></p> <p>- Administration will review PLCs logs and provide feedback to team leaders and Resource teachers who support those classrooms</p> | <p>1.2.</p> <p><u>Who</u></p> <p>Principal and Bridges trained staff members</p> <p><u>How</u></p> <p>- Administration will review PLCs logs every 2 weeks and provide feedback.</p> | <p>1.2.</p> <p>PLST will examine the feedback from all PLCs and determine next steps in the PLC Process.</p> | <p>1.2.</p> <p>Facilitators will provide feedback to PLST team on progress of their PLC</p> |  |
|                                                                                                                                                                                                                                                                                             |                     | <p>1.3.</p>                                                                                                | <p>1.3.</p>                                                                                                                                                                                                                              | <p>1.3.</p>                                                                                                                                                                          | <p>1.3.</p>                                                                                                  | <p>1.3.</p>                                                                                 |  |

**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<br><br>and/or PLC Focus                                                                              | Grade Level/<br>Subject | PD Facilitator<br><br>and/or<br>PLC Leader        | PD Participants<br><br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br><br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings)      | Strategy for Follow-up/Monitoring                                    | Person or Position Responsible for Monitoring |
|------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------|
| <b>Rtl Training</b>                                                                                                    | <b>K-5</b>              | <b>Rebecca Heiden and School Psychologist</b>     | <b>School-Wide</b>                                                        | <b>Preplanning-May 2013</b>                                                                               | <b>Report Card Reviews every nine weeks and PSLT Meetings-Weekly</b> | <b>Administration</b>                         |
| <b>Data Conferences 3 times a year using substitutes to allow one-on-one training with each teacher in the school.</b> | <b>K-5/Reading</b>      | <b>Reading Coach and Reading Resource Teacher</b> | <b>School-Wide</b>                                                        | <b>PSLT Meetings throughout the year</b><br><b>October 2012</b><br><b>January 2013</b><br><b>May 2013</b> | <b>Report Card Reviews</b>                                           | <b>Administration</b>                         |

See Reading PD page 30  
See Math PD page 45  
See Science PD page 51  
See Writing PD page 53-54

*End of Additional Goal(s)*

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

### 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<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>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. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4 | 1.1.                                                          | 1.1.                                                                                                         | 1.1.                    |  |

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|                                                                                                                                                                     |                                                                                  |                        |                                                                                 |                                                                                                                                |                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|
| <p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 51% to 56%</p> | <p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p> |                        |                                                                                 |                                                                                                                                |                                       |  |
|                                                                                                                                                                     | <p><b>51%</b></p>                                                                |                        |                                                                                 |                                                                                                                                |                                       |  |
| <p>Students read in English at grade level text in a manner similar to non-ELL students.</p>                                                                        | <p><b>Anticipated Barrier</b></p>                                                | <p><b>Strategy</b></p> | <p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p> | <p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> | <p><b>Student Evaluation Tool</b></p> |  |

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|                                                                                                                                                             |                                                                        |                                                                   |             |             |             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------|-------------|-------------|-------------|--|
| <p><b>D. Students scoring proficient in Reading.</b></p>                                                                                                    | <p>2.1.</p>                                                            | <p>2.1. <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b></p> | <p>2.1.</p> | <p>2.1.</p> | <p>2.1.</p> |  |
| <p><u>CELLA Goal #D:</u><br/><br/>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 31% to 36%.</p> | <p><u>2012 Current Percent of Students Proficient in Reading :</u></p> |                                                                   |             |             |             |  |
|                                                                                                                                                             | <p><b>31%</b></p>                                                      |                                                                   |             |             |             |  |

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| Students write in English at grade level in a manner similar to non-ELL students. | Anticipated Barrier | Strategy                                                          | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |  |
|-----------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------|--|
| <b>E. Students scoring proficient in Writing.</b>                                 | 2.1.                | 2.1.<br><br><b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b> | 2.1.                                                          | 2.1.                                                                                                         | 2.1.                    |  |

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|                                                                                                                                                           |                                                                        |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--|--|--|--|--|
| <p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 25% to 30%.</p> | <p><u>2012 Current Percent of Students Proficient in Writing :</u></p> |  |  |  |  |  |
|                                                                                                                                                           | <p><b>25%</b></p>                                                      |  |  |  |  |  |

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

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

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|                                                                                                             |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                         |                                                                                                 |                                                                                                         |                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p><u>STEM Goal #1:</u></p> <p>Implement and expand project/problem-based learning in math and science.</p> | <p>1.1.</p> <p>Need common planning time for math and science teachers</p> <p>Need PLC's with a math and/or science focus</p> <p>School –wide participation in Math and Science events</p> <p>Attend Science trainings that focus on Design Challenges and Inquiry Monday</p> | <p>1.1.</p> <p>Explicit direction for STEM professional learning communities to be established</p> <p>Documentation of planning units and outcomes of units in logs</p> <p>Increase effectiveness of lessons through lesson studies and trainings</p> <p>Participation in school-wide Math and Science events and design challenges</p> | <p>1.1.</p> <p>Administration</p> <p>Math and Science teachers</p> <p>Math/Science Resource</p> | <p>1.1.</p> <p>Administrative walk-throughs</p> <p>Participation in STEM events and lesson planning</p> | <p>1.1.</p> <p>Logging number of project-based learning in math and science per nine week</p> <p>Share data with teachers</p> |
|                                                                                                             | <p>1.2.</p>                                                                                                                                                                                                                                                                   | <p>1.2.</p>                                                                                                                                                                                                                                                                                                                             | <p>1.2.</p>                                                                                     | <p>1.2.</p>                                                                                             | <p>1.2.</p>                                                                                                                   |
|                                                                                                             | <p>1.3.</p>                                                                                                                                                                                                                                                                   | <p>1.3.</p>                                                                                                                                                                                                                                                                                                                             | <p>1.3.</p>                                                                                     | <p>1.3.</p>                                                                                             | <p>1.3.</p>                                                                                                                   |

**STEM Professional Development**

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

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**or PD Activity**

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

| PD Content /Topic<br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules<br>(e.g. , Early Release) and Schedules (e.g., frequency of meetings)<br>On-going | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---------------------------------------|-------------------------|----------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| Project Based Learning                | K-5                     | District trainers                      | Science, math, ELA and technology teachers PLC's                      |                                                                                                              | Administrator walk-throughs       | Administration                                |
|                                       |                         | Math and Science teachers              | District Trainings with focus on project based learning               |                                                                                                              | Inservice Records                 |                                               |

*End of STEM Goal(s)*

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



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|                                                                                                                                   |             |                                                                                                                                                                                                                                                                   |             |             |                                                |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|------------------------------------------------|
| <p><u>CTE Goal #1:</u></p> <p>Increase student interest in career opportunities and program selection prior to middle school.</p> | <p>1.1.</p> | <p>1.1.</p> <p>Provide field trips to Junior Achievement Biztown. 5th graders have an 8 week curriculum that they do in preparation for the field trip that focusses on math, career development, career readiness skills needed to succeed in the workforce.</p> | <p>1.1.</p> | <p>1.1.</p> | <p>1.1.</p> <p>Log of CTE field.</p>           |
|                                                                                                                                   | <p>1.2.</p> | <p>1.2.</p> <p>Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.</p>                                                                                                      | <p>1.2.</p> | <p>1.2.</p> | <p>1.2.</p> <p>Log of CTE special speakers</p> |
|                                                                                                                                   | <p>1.3.</p> | <p>1.3.</p>                                                                                                                                                                                                                                                       | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p>                                    |

**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.

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| PD Content /Topic                                                | Grade Level/<br>Subject | PD Facilitator       | PD Participants                                                   | Target Dates and Schedules                                               | Strategy for Follow-up/Monitoring | Person or Position Responsible for<br>Monitoring |
|------------------------------------------------------------------|-------------------------|----------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------|
| and/or PLC Focus                                                 |                         | and/or<br>PLC Leader | (e.g. , PLC, subject, grade level, or<br>school-wide)<br>Teachers | (e.g. , Early Release) and<br>Schedules (e.g., frequency of<br>meetings) |                                   |                                                  |
| Integration of career<br>opportunities in core<br>academic areas |                         |                      |                                                                   |                                                                          |                                   |                                                  |

*End of CTE Goal(s)*

## Differentiated Accountability

### School-level Differentiated Accountability (DA) Compliance

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

|                                                    |       |         |
|----------------------------------------------------|-------|---------|
| <b>School Differentiated Accountability Status</b> |       |         |
| Priority                                           | Focus | Prevent |

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

### School Advisory Council (SAC)

#### SAC Membership Compliance

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

Yes       No

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

| <b>Describe the use of SAC funds.</b>                        |                                                                                  |                  |              |
|--------------------------------------------------------------|----------------------------------------------------------------------------------|------------------|--------------|
| Name and Number of Strategy from the School Improvement Plan | Description of Resources that improves student achievement or student engagement | Projected Amount | Final Amount |
| Attendance Goal 1, Strategy 1.1                              | Orf Instrument Stands                                                            | 1083.15          |              |
| STEM goal #1, Strategy 1.1                                   | Numberlines/ Math and Science Supplies                                           | 350.00           |              |
| Reading goal 1, Strategy 1.1                                 | Books related to Metacognition                                                   | 180.00           |              |
| Reading goal 1, Strategy 1.1                                 | Text Exemplar books related to CCS                                               | 854.65           |              |

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