# **Florida Department of Education**



# School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

## **PART I: SCHOOL INFORMATION**

School Name: Clark Elementary	District Name: Hillsborough
Principal: Gaye Holt	Superintendent: Mrs. Elia
SAC Chair: Dawna Marsee/Shanon Meads	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.) High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

## **Highly Qualified Administrators**

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

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains,
		Certification(s)	Current School	Administrator	Lowest 25%), and AMO progress along with the associated school
					year)
Principal	Gaye Holt	Elementary Education	1	6 <sup>1</sup> / <sub>2</sub> Years	11/12 Clark Elementary A
		Educational Leadership			10/11 Jackson Elementary C
		ESOL			9/10 Jackson Elementary A
		Pre-K			
		Cite 1 Endemond			
		Gifted Endorsement			
Assistant	Kelly Wisneski	Elementary Education	4 Years	7 Years	11/12 A
Principal					
		Educational Leadership			10/11 A, 93% AYP
		ESOL			9/10 A, 87% AYP

## **Highly Qualified Instructional Coaches**

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage

data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
			Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated
				Instructional Coach	school year)
Reading	Mary Boswell	Elementary Education	4 Years	6 Years	11/12 A
		Reading			10/11 A, 93% AYP
		ESOL			9/10 A, 87% AYP

# **Highly Qualified Teachers**

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

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

## **Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5 Teachers out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented.
	Administrators
	Meet with the teachers four times per year to discuss progress on:
	• Preparing and taking the certification exam
	Completing classes need for certification
	• Provide substitute coverage for the teachers to observe other teachers
	• Discussion of what teachers learned during the observation(s)

## **Staff Demographics**

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

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

То	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Те	Те	Те	Te	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Bo	End
of	ar	with	with	with	wi	alif	dor	ard	orse
In	Те	1-5	6-	15+	th	ied	sed	Ce	d

str	ach	Yea	14	Yea	Ad	Те	Те	rtif	
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Tea
tio		Exp	rs of	Exp	ced	her	ers	Те	cher
nal		erie	Exp	erie	De	S		ac	s
Sta		nce	erie	nce	gre			her	
ff			nce		es			S	
72	2%	20	45	30	37	97	1%	8	56
	(2)	%(1	%(3	%(2	%(	%(	(1)		
		5)	3)	2)	27)	70)			

## **Teacher Mentoring Program**

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

Mentor	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
	_	-	Activities
Michelle	Cynthia	The district-	Weekly
Winterberg	Zellem	based	visits to
_		mentor	include
		is with	modeling,
		the EET	co-
		initiative.	teaching,
		The mentor	analyzing
		has strengths	student
		in the	work/data,
		areas of	developing
		leadership,	assess
		mentoring,	ments,
		and	conferen
		increasing	cing and
		student	problem
		achievement.	solving.

Michelle	Courtney	The district-	Weekly
Winterberg	Reilly	based	visits to
	-	mentor	include
		is with	modeling,
		the EET	co-
		initiative.	teaching,
		The mentor	analyzing
		has strengths	student
		in the	work/data,
		areas of	developing
		leadership,	assess
		mentoring,	ments,
		and	conferen
		increasing	cing and
		student	problem
		achievement.	solving.
Mary Wilt	Janice Fisher	The district-	Weekly
		based	visits to
		mentor	include
		is with	modeling,
		the EET	co-
		initiative.	teaching,
		The mentor	analyzing
		has strengths	student
		in the	work/data,
		areas of	developing
		leadership,	assess
		mentoring,	ments,
		and	conferen
		increasing	cing and
		student	problem
		achievement.	solving.

# **Additional Requirements**

# Coordination and Integration-Title I Schools Only

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

Title I, Part A		
Title I, Part C- Migrant		
Title I, Part D		
Title II		
Title III		
Title X- Homeless	 	
Supplemental Academic Instruction (SAI)		
Violence Prevention Programs		
Nutrition Programs		
Housing Programs		
Head Start	 	
Hillsborough 2012 Rule 6A-1.099811		

Rule 6A-1.099811 Revised July, 2012

Adult Education
Career and Technical Education
Job Training
Other

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

	School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.	
Gaye Holt, Principal	
Kelly Wisneski, Assistant Principal	
Mary Boswell, Reading Coach	
Amanda Harris, ESE Specialist	
Estelle Patrick, Psychologist	
Cynthia Duffy, Social Worker	
Keli Leblanc, Guidance Counselor	
Melissa Irvin, Media Specialist	

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 Leadership team meets regularly weekly. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
  - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.

- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - Use the problem-solving model when analyzing data:
    - 1. What is the problem? (Problem Identification)
    - 2. Why is it occurring? (Problem Analysis and Barrier Identification)
    - 3. What are we going to do about it? (Action Plan Design and Implementation)
    - 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
  - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas curriculum content, behavior, and attendance
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

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

#### **MTSS** Implementation

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base	Individual Teachers/PLCs
	PLC/Department data base	
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach

Describe the plan to train staff on MTSS.

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

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

#### Describe plan to support MTSS.

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

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

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The *Literacy* Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

Principal, Assistant Principal, Reading Coach, Media Specialist, and Grade Level Representatives.

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

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

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

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

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

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

#### **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.

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

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

### \*High Schools Only

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

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

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

#### **Postsecondary Transition**

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

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

# PART II: EXPECTED IMPROVEMENTS

# **Reading Goals**

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

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in						
reading (Level 3-5).	-Teachers	Common Core	Who	Teacher Level		
reading (Lever 5-5).		Reading Strategy	WIIO			
		Across all Content	Principal	-Teachers reflect on lesson		
		Areas	1 molpui	outcomes and use this		
	professional		-AP	knowledge to drive future		
		Reading		instruction.		
		comprehension	-Instruction Coaches			
		improves when		-Teachers use the on-line		
	being rolled out		-PLC facilitators of	grading system data to		
	in 12-13.	engaged in	like grades and/or like	calculate their students'		
		grappling with	courses	progress towards their PLC		
	-Training all	complex text.		and/or individual SMART		
	content area	Teachers need to		Goal		
		understand how				
		· · · · · · · · · · · · · · · · · · ·	How	PLC Level		
		complex text,				
			-Reading PLC Logs	-Using the individual teacher		
		of informational	Language Arts DLC	data, PLCs calculate the		
		tont about in the		SMART goal data across all		
		content curricula,	Logs	classes/courses.		
		and share complex	-Social Studies PLC			
		texts with all	Logs	-PLCs reflect on lesson		
		students. <u>All</u>	LUgs	outcomes and data used to		
		<u>content area</u>	-PLCS turn their logs	drive future instruction.		
		<u>teachers are</u> responsible for		-For each class/course, PLCs		
		implementation.		chart their overall progress		
		implementation.	instruction is complete.	towards the SMART Goal.		
			1	towards the SWART Goal.		
			Administration	Leadership Team Level		
			and coach rotate			
		-	through PLCs looking	-PLC facilitator/ Subject		
			for complex text	Area Leader/ Department		
		this strategy are	discussion.	Heads shares SMART Goal		
		outlined on grade		data with the Leadership		
		level/content area		Team.		
			the positive outcomes			
			observed in PLC	-Data is used to drive		
			meetings on a monthly	teacher support and student		
			basis.	supplemental instruction.		
Hillsborough 2012						

<u>Reading Goal #1:</u>		2013 Expected Level of Performance:*					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 75% to 78%.							
	75%	78%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	2.1.	2.1.	2.1.	2.1.	2.1.		
scoring Achievement							
Levels 4 or 5 in reading.							
	See goals						
	See goals 1, 3, &4.						
	2012 0						
Reading Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*					
	Performance:*						
The percentage of students							
scoring a Level 4 or higher on							
scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 54% to 57%.							
	54%	57%					
	5470	5/70					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
L	ļ						

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

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
		5.1.	5.1.	5.1.	5.1.	
students making Learning		<b>a</b>	** *1			
	-PLCs struggle	<u>Strategy</u>			<u>3x per year</u>	
	with how	~ .		PLCs to record and report		
	to structure	Student	-Principal		FAIR	
	curriculum	achievement		SMART goal outcomes to		
				administration, coach, SAL,		
	and data	teachers working		and/or leadership team.		
	analysis to		-Instruction Coaches			
	deepen their	to focus on				
	leaning. To		PLC facilitators of		During the Grading	
	address this		like grades and/or like		Period	
	barrier, this		courses			
		Do-Check-Act			Common assessments	
		model and log to			(pre, post, mid, section,	
		structure their way	I T		end of unit)	
		or work. Osing	How			
		the backwards	DI CS turn thair laga			
	Unit" log.	design model for	PLCS turn their logs	,		
		units of instruction,	into administration and/ or coach after a unit of			
		teachers focus on	instruction is complete.			
		ine rono i ing roun	instruction is complete.			
		questions:	-PLCs receive feedback			
			on their logs.			
		1. What is it we	on men logs.			
		expect them to	A dministrators and			
			-Administrators and coaches attend targeted			
			PLC meetings			
			PLC meetings			
		if they have	-Progress of PLCs			
			discussed at Leadership			
			Team			
			1 calli			
		respond if	-Administration shares			
		they don t	the data of PLC visits			
			with staff on a monthly			
			basis.			
		4. How will we	0a515.			
		respond if				
		they already				
		know it?				

		Actions/Details -Grade level/ like-course PLCs use a Plan-Do- Check-Act "Unit of Instruction" log to guide their			
		discussion and way of work. Discussions are summarized on log. -Additional action steps for			
Reading Goal #3:	2012 Current	this strategy are outlined on grade level/content area PLC action plans.			
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 76 points to 79 points.	Level of Performance:*	of Performance:*			
	76	70			
	76	79			

	h -	1	h .	h .	h	
	3.2.	3.2.	3.2.	3.2.	3.2.	
	-Teachers tend to	Structurer /Taula	Who	Teacher Level	3x per year	
	only differentiate	<u>Strategy/Task</u>				
	after the lesson		-Principal	-Teachers reflect on	FAIR	
	is taught instead	Student achievement		lesson outcomes and use		
	of planning how	improves when	-AP	this knowledge to drive		
	to differentiate	teachers use on-	-7.11	future instruction.		
	the lesson when	going student data	-Instruction Coaches	ruture instruction.		
		to <u>differentiate</u>	-instruction Coaches	Tasah ang maintain thair		
	new content is	instruction.	C 1 A L 1	-Teachers maintain their	Desire the Caroline Desired	
	presented.		-Subject Area Leaders		During the Grading Period	
	<b>T</b> 1			grading system.		
	-Teachers are		-PLC facilitators of like		Common assessments (pre,	
	at varying	Actions/Details	grades and/or like courses		post, mid, section, end of	
	levels of using			grading system data to	unit)	
	Differentiated	Within PLCs <u>Before</u>		calculate their students'		
	Instruction	Instruction and		progress towards the		
	strategies.	During Instruction of	How	development of their		
	-	New Content		individual/PLC SMART		
	-Teachers tend to	wew Content	-PLC logs turned into	Goal.		
	give all students	II. I. I. C.	administration, SAL and/or			
	the same lesson,	-Using data from	coaches.	PLC Level		
	handouts, etc.	previous assessments				
	,,	and daily classroom	-PLCS turn their logs into	-Using the individual		
		performance/	administration and/or coach	teacher data, PLCs		
		work, teachers	after a unit of instruction is	calculate the SMART		
		plan Differentiated	complete.	goal data across all		
		Instruction groupings	1	classes/courses.		
		and activities for the	DI Campaning facilitant	LIASSES/COULSES.		
		delivery of new content	their logs	DI Com Contra la		
		in upcoming lessons.	11011 10g.5.	-PLCs reflect on lesson		
			-Administrators attend	outcomes and data used to	1 1	
		In the classroom	targeted PLC meetings	drive future instruction.		
			largeled FLC meetings			
		-During the lessons,		- For each class/course,		
		students are involved	-Progress of PLCs discussed			
		in flexible grouping	at Leadership Team.	progress towards the		
		techniques		SMART Goal.		
		icenniques	-Administration shares the			
		DI Ca Aftan Instance	positive outcomes observed	Leadership Team Level		
		PLCs <u>After</u> Instruction	in PLC meetings on a			
			monthly basis.	-PLC facilitator/		
		-Teachers reflect and		Subject Area Leader/		
		discuss the outcome of	1	Department Heads shares		
		their DI lessons.		SMART Goal data with		
				piviAit i Obai uata Witti		

			<ul> <li>Teachers use student data to identify successful DI techniques for future implementation.</li> <li>Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. (Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).</li> <li>Additional action steps for this strategy are outlined on grade level/ content area PLCs.</li> </ul>		the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.		
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	Í
	T. I.			T. I.	T. I.	
students in Lowest 25%	C 1 4 1 1 4	G4	X 71	Transline Consult	2	
making learning gains in			Who	-Tracking of coach's	<u>3x per year</u>	
reading.		all Content Areas		participation in PLCs.		
	principal/AP to		Administration	T	- FAIR	
	meet with the			-Tracking of coach's		
	academic coach	Strategy/Task		interactions with teachers		
	on a regular	<u>.</u>	тт.	(planning, co-teaching,		
	basis.	Student		modeling, de-debriefing,		
	-Teachers	achievement	Derview of each's los	professional development,	During the Cardina	
		improves through	-Review of coach's log	and walk throughs)	During the Grading	
	Burgers to	teachers'	Derview of each's los	-Administrator-Instructional	Period	
	accept support from the coach.	collaboration	-Review of coach's log		- Common assessments	
	from the coach.	with the academic		Coach meetings to review		
		coach in all content		log and discuss action plan	(pre, post, mid, section,	
		areas.		for coach for the upcoming two weeks	end of unit)	
				two weeks		
			throughs of coaches working with teachers			
			(either in classrooms,			
		Actions/Details	PLCs or planning			
			sessions)			
		Academic Coach	sessions)			
		-The academic				
		coach and				
		administration				
		conducts one-on-				
		one data chats with				
		individual teachers				
		using the teacher's				
		student past and/or				
		present data.				
		-The academic				
		coach rotates				
		through all				
		subjects' PLCs to:				
		Facilitate lesson				
		planning that				
		embeds rigorous				
		tasks				

Facilitate		
development,		
writing, selection		
of higher-order,		
text-dependent		
questions/activities,		
with an emphasis		
on Webb's Depth		
of Knowledge		
question hierarchy		
Facilitate the		
identification,		
selection,		
development		
of rigorous		
core curriculum		
common		
assessments		
assessments		
Facilitate core		
curriculum		
assessment data		
analysis		
Facilitate the		
planning for		
interventions and		
the intentional		
grouping of the		
students.		
students.		
TT 11		
-Using walk-		
through data, the		
academic coach		
and administration		
identify teachers		
for support in		
for support in		
co-planning,		
modeling, co-		
teaching, observing		
and debriefing.		
The academia		
-The academic		

coach trains each		
subject area PLC		
on how to facilitate		
the internet DLC		
their own PLC		
using structured		
protocols.		
-Throughout the		
school year, the		
academic coach/		
administration		
conducts one-on-		
one data chats		
one uata enats		
with individual		
teachers using		
the data gathered		
from walk-through		
tools. This data		
is used for future		
professional		
development, both		
individually and as		
a department.		
a department.		
Leadership Team		
and Coach		
The and derive		
-The academic		
coach meets with		
the principal/AP		
to map out a high-		
level summary plan		
of action for the		
of action for the		
school year.		
-Every two weeks,		
the academic		
coach meets with		
the principal/AP to:		
Review log and		
work accomplished		

		and Develop a detailed plan of action for the next two weeks.			
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 62 points to 65 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	62	65			

	14.2	14.0	4.0	4.0	4.2	· · · · · · · · · · · · · · · · · · ·
	4.2	4.2	4.2	4.2	4.2	
	-The Extended	Strategy		Supplemental data shared		
	Learning Program				Measurement (CBM) (From	
	(ELP) does not	Students' reading	Administrators		District RtI/Problem Solving	
	always target	comprehension		have students.	Facilitators.)	
	the specific skill	improves through				
	weaknesses of the	receiving ELP				
	students or collect	supplemental	How Monitored			
	data on an ongoing	instruction on				
	basis.	targeted skills that are	Administrators will review			
		not at the mastery level.	the communication logs and			
	-Not always a		data collection used between			
	direct correlation	L	teachers and ELP teachers			
	between what the		outlining skills that need			
	students is missing	Action Steps	remediation.			
	in the regular					
	classroom and the	-Classroom teachers				
	instruction received	communicate with the				
	during ELP.	ELP teachers regarding				
		specific skills that				
	-Minimal	students have not				
	communication	mastered.				
	between regular					
	and ELP teachers.	-ELP teachers identify				
		lessons for students				
		that target specific				
		skills that are not at the				
		mastery level.				
		-Students attend ELP				
		sessions.				
		-Progress monitoring				
		data collected by				
		the ELP teacher				
		on a weekly or				
		biweekly basis and				
		communicated back to				
		the regular classroom				
		teacher.				
		-When the students				
		have mastered the				
Uillah anan ah 2012	•					

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

<b>5A. Student subgroups by</b> ethnicity (White, Black,			5A.1.	5A.1.	5A.1.	
Hispanic, Asian, American Indian) <b>not making</b> satisfactory progress in	White: Black:	See Goals 1, 3, &				
reading.	Hispanic:	Goals				
	Asian:	1.3.&				
	American mulan.	4				
		•				

Reading Goal #5A:	2012 Current	2013 Expected Level			
The percentage of White_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 84% to 89%.	Level of Performance:*	of Performance:*			
The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 51% to 58%.					
The percentage of Hispanic_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 73% to 79%.					
The percentage of Asian_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 92% to 97%.					

	Black:51% Hispanic:73%	White:89% Black:58% Hispanic:79% Asian:97%					
	Indian:0	American Indian:					
						5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5B. Economically Disadvantaged students not making satisfactory progress in reading.		See Goals 1, 3, & 4	5B.1.	5B.1.	
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 54% to 63%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	54%	63%			

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

5C. English Language	5C.1	5C.1	5C.1	5C.1	5C.1	
Learners (ELL) not	P.C.1	50.1				
	T : (1		X 71		E 4 ID	
making satisfactory			Who	Teacher Level	-FAIR	
progress in reading.		comprehension	0 1 11 1			
		of course	-School based	-Teachers reflect on lesson	-CELLA	
		content/standard	Administrators	outcomes and use this		
	of high priority.	improves through	D' ( ' ( D	knowledge to drive future		
	TT1 · ·		-District Resource	instruction.		
	5 5		Teachers		During the Grading	
	of the teachers	Academic	FOOL D	-Teachers use the on-line	Period	
	are unfamiliar	Language	-ESOL Resource	grading system data to		
	with this	Learning	Teachers	calculate their students'	-Core curriculum end	
	strategy. To	Approach		progress towards their PLC	of core common unit/	
	address this	(CALLA) strategy	<b>–</b>		segment tests with data	
	barrier, the	across Reading,		SMART Goal. <u> </u>	aggregated for ELL	
	school will	Language Arts,	How		performance	
	schedule	Math, Social		PLC Level		
	professional	Studies and	-Administrative and			
	*	Science.		-Using the individual teacher	1	
	delivered by		ERT walk-throughs	data, PLCs calculate the		
	the school's			ELL SMART goal data		
	ERT.		form from:	across all classes/courses.		
		Action Steps				
	-Teachers		The CALLA	-PLCs reflect on lesson		
			<u>Handbook</u> , p. 101,	outcomes and data used to		
	of CALLA is	Teacher (ERT)		drive future instruction.		
	not consistent	provides	for Evaluating CALLA			
	across core		Instruction.	-ERTs meet with Reading,		
	courses.	development to		Language Arts, Social		
		all content area		Studies and Science PLCs		
	-ELLs at	teachers on how		on a rotating basis to assist		
		to embed CALLA		with the analysis of ELLs		
	of	into core content		performance data.		
	L	lessons.				
	English			- For each class/course,		
	language	-ERT models		PLCs chart their overall		
	acquisition and			progress towards the ELL		
	acculturation is	CALLA.		SMART Goal.		
	not consistent					
	across core	-ERT observes		Leadership Team Level		
	courses.	content area				
		teachers using		-PLC facilitator/ Subject		
	-Administrators			Area Leader/ Department		
	at varying	provides feedback,		Heads shares ELL SMART		
IIIIchonouch 2012						 

skill levels	coaching and	Goal data with the Problem		
		Solving Leadership Team.		
of CALLA/	pupport.	Solving Leadership Teall.		
in order to	-District Resource	Data is used to drive		
effectively		teacher support and student		
conduct a		supplemental instruction.		
CALLA	professional	supplemental instruction.		
	development to	-ERTs meet with RtI team to		
walk-through.	all administrators	review performance data and		
walk-tillough.		progress of ELLs (inclusive		
		of LFs)		
	fidelity checks for	01 L1'S)		
	use of CALLA.			
	use of CALLA.			
	-Core content			
	teachers set			
	SMART goals			
	for ELL students			
	for upcoming			
	core curriculum			
	assessments.			
	assessments.			
	-Core content			
	teachers administer			
	and analyze ELLs			
	performance on			
	assessments.			
	-Teachers			
	aggregate data			
	to determine the			
	performance of			
	ELLs compared to			
	the whole group.			
	-Based on data core			
	content teachers			
	will differentiate			
	instruction to			
	remediate/enhance			
	instruction.			
	niou we work.			

 <u>Level of</u> Performance:*	2013 Expected Level of Performance.*			
53%	69%			

-     C2     C2     C2     C2     C2     C2       -     -     C2     C2     C2     C2     FAIR       -     -     CEL     LVA, LYB & Min     Tacher Level.     FAIR       -     -     -     Administrators     Facher Refer on term     CELIA       -     -     -     -     School based     Fachers refer on term     CELIA       -     -     -     -     -     School based     -     -       -     -     -     -     -     School based     -     -       -     -     -     -     -     -     -     -       -     -     -     -     -     -     -     -       -     -     -     -     -     -     -     -       -     -     -     -     -     -     -     -       -     -     -     -     -     -     -     -     -       -     -     -     -     -     -     -     -     -       -     -     -     -     -     -     -     -     -       -     -     -     -     - </th <th>r</th> <th></th> <th>-</th> <th></th> <th>- ~ +</th> <th>- ~ .</th> <th></th>	r		-		- ~ +	- ~ .	
proficiency of FLLLVC) comprehension standards increases increases increases int, muth, science and unaministratorsSchool based science and (Aministrators insistrates)CELLAThe majority in adding, language int is strategy. To address into the teachers are to arise in the strategy. To address into initial strategy. To address into initial strategy. To address into the strategy.District Resource Teachers repersoint and their students increases increases increases interest into the strategy. To address into the strategy.District Resource Teachers increases increases increases increases increases increases increases into the strategy.District Resource Teachers increases increa		5C.2.	5C.2.	5C.2.	5C.2	5C.2	
proficiency of FLLLVC) comprehensionSchool basedTeachers reflect on tesson outcomes and use his knowledge to drive this knowledge to drive this knowledge to drive the school basedCELLAThe majority of to issistates the use of the district's the sus of the district'							
studens, in our schoolic course content/ andards increase in reading, language in reading, language i				Who	Teacher Level	-FAIR	
school is of fight     standards increases priority     issuadards increases							
priority.in reading, language its math, scince of the school bit readers are unfamiliar with bit strategyins reading, language its math, scince of the use of the dirty of the use of the dirty of <b< td=""><td></td><td></td><td></td><td></td><td>-Teachers reflect on</td><td>-CELLA</td><td></td></b<>					-Teachers reflect on	-CELLA	
IntermainingintermaDistrict Resource TeachersFuture instruction.During the Grading Period.Intermining voidbeuse of the district'sISOL Resource TeachersTeachers use the on-lineDuring the Grading Period.Intermining voidheuse of the district'sISOL Resource TeachersTeachers use the on-lineCore curriculum and of coreIntermining voidISOL Resource TeachersFacher studentswind agregated for ELLWind agregated for ELLIntermining voidISOL ResourceFLC and/or individualwind agregated for ELLwind adreso the studentsIntermining voidISOL ResourceFLC LevelWind adreso the studentswind adreso the studentsIntermining voidISOL ResourceFLC LevelISOL ResourceFLC and/or individualIntermining voidISOL ResourceFLC Sol ResourceFLC and/or individualFLC and/or individualIntermining voidISOL ResourceFLT walk-throughs activate and the truthFLC and/or individualFLC and/or individualIntermining voidISOL ResourceFET walk-throughs activate and the truthFLC and/or individualFLC and/or individualIntermining voidISOL ResourceISOL ResourceISOL ResourceISOL ResourceISOL ResourceIntermining voidISOL ResourceISOL ResourceISOL ResourceISOL ResourceISOL ResourceIntermining voidISOL ResourceISOL ResourceISOL ResourceISOL ResourceISOL ResourceIntermining voidISOL ResourceISOL ResourceISOL Resource <td></td> <td></td> <td></td> <td>Administrators</td> <td>lesson outcomes and use</td> <td></td> <td></td>				Administrators	lesson outcomes and use		
The majority of the teachers are unfamiliar with unfamiliar with the sec of the discussion unfamiliar with the secher sure the secher sure <td></td> <td>priority.</td> <td>in reading, language</td> <td></td> <td>this knowledge to drive</td> <td></td> <td></td>		priority.	in reading, language		this knowledge to drive		
he teachers are unfamiliar with this strategy burrier, the school 				-District Resource Teachers	future instruction.		
unfamilar with his strategy. To address this barrier, the school will schedule professional development delivered by the school's FRT.development to all to school brain and the school brain and the school brain and the school will schedule professional development delivered by the school's FRT.development to all to school to school school to school school to school school to school school to school school to school school to schoo						During the Grading Period	
his strategy To address this barrier, the school will schedule professional development delivered by the school's ERT.     Administrative and ESD. Resource     iscue to a to administrative and echool's ERT.     iscue to a to administrative and to acher data, PLCS acluate the ELL.     iscue to a to administrative and echool's ERT.       -Teachers provides provides professional provides provides professional provide professional provide professional provide professional provide professional provide professional prov				-ESOL Resource Teachers	-Teachers use the on-line		
Inis strategy To address this barrier, the school will schedule the school's FRT.Initial schedule for ELL.Initial schedule the school's FRT.Initial schedule school's FRT					grading system data to	-Core curriculum end of core	
barrier, the school of re ELL. barrier, the school of re ELL. will schedule professional development delivered by the school's F.RT. - Teachers implementation of A+ Rise is not consistent across content area teachers content area teachers on how to access and use A+ Rise Strategies or courses. - Administrators and the school set of the school s					calculate their students'	common unit/ segment tests	
barrier, the schoolfor ELL.How_PLC and/or individual ELL. SMART Goalwill schedule professional development delivered by the school's ERT.Action Steps. - Administrative andAdministrative and - Using the individual teacher data, PLCs - Calculate the ELL. SMART Goal.PLC LevelTeachers implementation of A+ Rise is not 					progress towards their	with data aggregated for ELL	
professional development delivered by the school's ER1.Action Steps - Administrative andPLC Level-Using the individual teacher star of A+ Rise in order to effectively use of A+ Rise in order to effectively walk-throughESOL Resource teacher (ER7) ortent area teachers on how to access and use A+ Rise in order to effectively use of A+ Rise in order to effectively conduct an A+ Rise in order to effectively evelopment, and the sums text rank reachers using A+ Rise in order to effectively conduct an A+ Rise ind provides feedback, coaching and supportERT sweet with reacter and provides refer to a resource term teachers using A+Rise and provides feedback, coaching and supportFor each class/course, PLCs facilitator/ Subject-District Resource reachers (DRTis) provide professional development to all-District Resource reachers (DRTis) PLC facilitator/ Subject-For Cacluator A- Subject			for ELL.	How			
professional development delivered by the school's ERT.Action StepsAdministrative andPLC LevelUsing the individual teacher data, PLCs calculate the ELLmplementation of A+ Rise is not consistent area teachers sore courses <td>   </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
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delivered by the school's ERT.Action StepsAdministrative and-Teachers implementation of A+ Rise is not 					PLC Level		
Freachers       FSOL Resource       FR walk-throughs using       reacher data, PLCs         implementation       reacher (BTT)       acluate the ELL         of A+ Rise is not       evelopment to all       SMART goal data across         orn how to access and       on how to access and       PLCs reflect on lesson         use A+ Rise Strategies       outcomes and data used to         at varying skill       rises2s.com/s2s/ into         evelopment lessons       ere content lessons         use A+ Rise in       rises2s.com/s2s/ into         order to effectively       ERT models lessons         use fidelity check       Walk-through.         walk-through.       ere and provides         eRT models lessons       and Science PLCs on a         strategies for ELLs.       with the analysis of FLLs         walk-through.       erediate, main and         effectively.       Prove content         rese tade, using an apport.       erediate, main and science PLCs on a         order to effectively.       FRT models lessons         using A+ Rise and provides       erediates and provides         feedback, coaching and support.       erediates/course,         -District Resource       Fachers using a         reachers using avport.       -District Resource     <		delivered by the	Action Steps	-Administrative and			
-Feachers       FSOL. Resource       ERT walk-throughs using teacher (4ata, PLCs calculate the ELL single across and lace across and levelopment to all consistent across core courses.       idevelopment to all classes/courses.         or Administrators       on how to access and use A+ Rise Strategies       outcomes and data used to drive future instruction.         it varying skill       mises2s.com/s2s/ into term teace teachers core courses.       on how to access and use A+ Rise Strategies       PLCs reflect on lesson outcomes and data used to drive future instruction.         it varying skill       mises2s.com/s2s/ into term teaces       ere content area teachers using A+ Rise in order to effectively.       FRT models lessons       FRTs meet with Reading, Language         order to effectively.       FRT models lessons       aring A+ Rise in order teachers using A+ Rise in area teachers using A+ Rise in order to effectively.       FRT models lessons       Arts, Social Studies         isong A+ Rise in order to effectively.       FRT models lessons       Arts, Social Studies       ards cience PLCs on a         isong A+ Rise in order to effectively.       FRT models lessons       Arts, Social Studies       ards cience PLCs on a         order to effectively.       FRT observes content area teachers using A+ Rise and provides feedback, coaching and support.       FOr each class/course, PLCs chart their overall progress towards the ELL Strate is for ELLs at their overall progress towards the ELL Strate is rovide professional development to all       FOr cach class/course, PLCs chart t		school's ERT.	_		-Using the individual		
-TeachersTeacher (ERT)the CRISS walkthrough formcalculate the ELLimplementation of A+ Rise is not consistent acrossformSMART goal data across all classes/courses.on solution ore courses.content area teachers on how to access and use A+ Rise Strategies-PLCs reflect on lesson outcomes and data used to drive future instructionAdministrators use A+ Rise Strategiesore coursesPLCs reflect on lesson outcomes and data used to drive future instructionAdministrators use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-throughERT models lessons using A+ Rise strategies for ELLsERT observes content area teachers using supportFor each class/course, PLCs chart their overall progress towards the ELL-District Resource Teacher (DRTS) provide professional development to all-For eacher last/course, PLC facilitator/ Subject-Horder Laster (DRTS) roprovide professional development to all-PLC facilitator/ Subject			-ESOL Resource	ERT walk-throughs using			
implementation of A+ Rise is notprovides professional development to all consistent across content area teachers core courses.form all classes/courses.SMART goal data across all classes/courses Administrators at varying skill use of A+ Rise in order to effectively conduct an A+ walk-through.on how to access and trise-22 coun/22.5/ into-PLCs reflect on lesson outcomes and data used to drive future instruction ERT models lessons core content lessons. order to effectively walk-throughERT models lessons walk-throughERT models lessons trise-22 coun/22.5/ into- ERT observes content rea teachers using A + Rise and provides feedback, coaching and supportFor each class/course, PLCs chart their overall progress towards the ELL SMART goal District Resource Feachers (DRTs) rovide professional development to all-For each class/course, PLCs chart their overall progress towards the ELL SMART goal District Resource Feachers (DRTs) rovide professional development to all-PLC facilitator/ Subject		-Teachers					
of Å+ Rise is not consistent arcossdevelopment to all content area teachersall classes/courses.on how to access and use A+ Rise Strategies-PLCs reflect on lesson outcomes and data used to drive future instruction. trises2.com/s22 into trises2.com/s22 into to recontent lessonsERTs meet with Reading, Languageuse of A+ Rise in order to effectively econduct an A+ walk-throughERT models lessons using A+ Rise and Science PLCs on a rotating basis to assist				e e			
consistent across core courses.content area teachers on how to access and use A+ Rise core coursesPLCs reflect on lesson outcomes and data used to drive future instructionAdministrators at varying skill evels regarding use of A+ Risefor ELLs at <a href="http://">http://</a> core content lessonsBertor to effectively walk-throughERT models lessons using A+ Rise-ERT smeet with Reading, Language-Conduct an A+ walk-throughERT models lessons using A+ Rise-Administrators rotating basis to assist-ERT observes content area teachers using A+Rise and provides feedback, coaching and supportFor each class/course, PLCs chart their overall progress towards the ELL SMART GoalDistrict Resource reachers (DRTs) provide professional development to all-District Resource readership Team Level provide professional development to all-District Resource readers (DRTs) provide professional development to all-PLC facilitator/ Subject		of A+ Rise is not	development to all				
Administratorsuse A+ Rise Strategies for ELLs at http:// at varying skill at varying skill access.com/s2s/ into core content lessons.outcomes and data used to frive future instruction. arive struction.use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.ERT models lessons strategies for ELLsERT smeet with Reading, Language and Science PLCs on a with the analysis of ELLs with the analysis of ELLs-ERT observes content area teachers using A+Rise and provides feedback, coaching and supportFor each class/course, For each class/course, For each class/course, For each class/course, For each class/course, feedback, coaching and supportDistrict Resource Teachers (DRTs) provide professional development to all-PLC facilitator/ Subject		consistent across	content area teachers				
-Administratorsuse A+ Rise Strategiesoutcomes and data used to-Administratorsfor ELLs at <u>http://</u> drive future instruction.at varying skillrises2.com/\$2\$//intolevels regardingcore content lessons.use of A+ Rise inrefectivelyorder to effectivelyERT models lessonsconduct an A+using A+ Riseat serviceStrategies for ELLs.walk-throughERT observes content-ERT observes contentperformance data.reateachers using-For each class/course,readed accessing apportFor each class/course,-ERT observes contentprogress towards the ELLsupportDistrict Resource-District Resou		core courses.	on how to access and		-PLCs reflect on lesson		
-Administrators at varying skill at varying skill bevels regarding order to effectively conduct an A+ walk-through.for ELLs at http:// arise2s.com/s2s/ into core content lessons.drive future instructionERTs meet with lessons-ERTs meet with Reading, Language and Science PLCs on a rotating basis to assist-ERT social Studies and Science PLCs on a rotating basis to assist-ERT models lessons-ERT Rise fidelity check walk-throughERT models lessons and Science PLCs on a rotating basis to assist-ERT observes content area teachers using A+Rise and provides feedback, coaching and supportFor each class/course, Performance dataDistrict Resource Feachers (DRTs) provide professional development to all-PLC facilitator/ Subject			use A+ Rise Strategies				
at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity checkarises2s.com/s2s/ into core content lessons.ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs.walk-throughERT observes content area teachers using A+Rise and provides feedback, coaching and supportFor each class/course, For each class/course, For each class/course, feedback, coaching and supportDistrict Resource reachers (DRTs) provide professional development to all-PLC facilitator/ Subject		-Administrators	for ELLs at <u>http://</u>				
levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check       core content lessons. ERT models lessons using A+ Rise       -ERTs meet with Reading, Language         a Rise fidelity check       -ERT models lessons using A+ Rise       Arts, Social Studies and Science PLCs on a rotating basis to assist         walk-through.       -ERT observes content area teachers using A+Rise and provides feedback, coaching and support.       -For each class/course, For each class/course, feedback, coaching and support.         -District Resource Teachers (DRTs) provide professional development to all       -PLC facilitator/ Subject							
use of A+ Rise in order to effectively conduct an A+       ERT models lessons       Arts, Social Studies         norder to effectively conduct an A+       using A+ Rise       and Science PLCs on a         Rise fidelity check       Strategies for ELLs.       vith the analysis of ELLs         Value       -ERT observes content area teachers using A+Rise and provides feedback, coaching and support.       -For each class/course, feedback, coaching and support.         -District Resource       -District Resource       -District Resource         Teachers (DRTs)       Leadership Team Level         provide professional development to all       -PLC facilitator/ Subject					ERTs meet with		
order to effectively conduct an A+       ERT models lessons       Arts, Social Studies         Rise fidelity check       strategies for ELLs.       and Science PLCs on a         walk-through.       ERT observes content area teachers using       with the analysis of ELLs         A+Rise and provides feedback, coaching and support.       For each class/course, feedback, coaching and support.         District Resource       SMART Goal.         District Resource       Teachers (DRTs) provide professional development to all         PLC facilitator/ Subject       PLC facilitator/ Subject							
conduct an A+ Rise fidelity check walk-through.using A+ Rise Strategies for ELLs.and Science PLCs on a rotating basis to assist with the analysis of ELLs-ERT observes content area teachers using A+Rise and provides feedback, coaching and support For each class/course, PLCs chart their overall progress towards the ELL SMART GoalDistrict Resource Teachers (DRTs) provide professional development to all-PLC facilitator/ Subject			-ERT models lessons				
Rise fidelity check       Strategies for ELLs.       rotating basis to assist         walk-through.       -ERT observes content       performance data.         area teachers using       -For each class/course,         A+Rise and provides       -For each class/course,         feedback, coaching and       PLCs chart their overall         support.       SMART Goal.         -District Resource       SMART Goal.         reachers (DRTs)       Leadership Team Level         provide professional       -PLC facilitator/ Subject							
walk-through. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all -PLC facilitator/ Subject							
-ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all -PLC facilitator/ Subject			0				
area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all -PLC facilitator/ Subject			-ERT observes content				
A+Rise and provides       - For each class/course,         feedback, coaching and       PLCs chart their overall         support.       progress towards the ELL         -District Resource       SMART Goal.         Teachers (DRTs)       Leadership Team Level         provide professional       -PLC facilitator/ Subject					performance data.		
feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all -PLC facilitator/ Subject					For each class/course		
support. -District Resource Teachers (DRTs) provide professional development to all -PLC facilitator/ Subject							
-District Resource Teachers (DRTs) provide professional development to all -PLC facilitator/ Subject							
-District Resource Teachers (DRTs) provide professional development to all -PLC facilitator/ Subject							
Teachers (DRTs)     Leadership Team Level       provide professional     -PLC facilitator/ Subject			District Resource				
provide professional development to all -PLC facilitator/ Subject					Leadershin Team Level		
development to all -PLC facilitator/ Subject							
					PLC facilitator/ Subject		
			act crophicit to un	1		I	

administrators on how to conduct walk- through fidelity checks for use of A+ Rise strategies for ELLs.	Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.	
	-Data is used to drive teacher support and student supplemental instruction.	
	-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	

			i	i	i	i	i
		5C.3	5C.3	5C.3	5C.3	5C.3	
		-Lack of	ELLs (LYA, LYB &	Who	Analyze core curriculum	During the Grading Period	
		understanding	LYC) comprehension		and district level		
		teachers can	of course content/	-School based	assessments for ELL	-Core curriculum end of core	
		provide ELL	standards improves	Administrators	students. Correlate	common unit/ segment tests	
		accommodations	through participation in		to accommodations	-	
		beyond FCAT	the following day-to-	-ESOL Resource Teachers	to determine the most		
		testing.	day accommodations		effective approach for		
			on core content and		individual students.		
		-Bilingual	<u>district assessments</u>				
		Education		How			
		Paraprofessionals	Math, Science, and				
		at varying levels	Social Studies:	-Administrative and			
		of expertise in					
		providing support.		ERT walk-throughs using			
				the walk-throughs look			
		-Allocation		for Committee Meeting			
		of Bilingual		Recommendations. In			
			<b>U</b>	addition, tools from the			
		Paraprofessional		RtI Handbook and ELL			
		dependent on		RtI Checklist, and ESOL			
		number of ELLs.		Strategies Checklist can be			
				used as walk-through forms			
		-Administrators	assessments)				
		at varying levels					
			4. Use of heritage				
		being familiar	language				
		with the ELL	dictionary (lesson				
		guidelines and job	and assessments)				
		responsibilities of					
		ERT and Bilingual					
		paraprofessional.					
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier	<del>-</del>					
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool			
and define areas in need of				data be used to determine the			
improvement for the following				effectiveness of strategy?			
subgroup:							

<b>5D</b> Standard (1)	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
5D. Students with	pD.1.	5D.1.	50.1.	50.1.	50.1.	
Disabilities (SWD) not		~				
making satisfactory	-Need to	<u>Strategy</u>	Who	Teacher Level	-FAIR	
progress in reading.	provide					
	a school		Principal, Site	-Teachers reflect on lesson		
	organization	achievement	Administrator,	outcomes and use this		
	structure and	improves through	Assistance Principal	knowledge to drive future	During the Grading	
	procedure for	the effective		instruction.	Period	
		and <u>consistent</u>	ESE Specialist			
	going review	implementation		-Teachers use the on-line	-Core curriculum end	
	of students'	of students' IEP		grading system data to	of core common unit/	
	IEPs by both	goals, strategies,		calculate their students'	segment tests with data	
	the general		How		aggregated for SWD	
	education and	accommodations.		and/or individual SMART	performance	
	ESE teacher.		IEP Progress Reports	Goal		
	To address this		reviewed by AP			
	barrier, the	the school year,		PLC Level		
	AP will put a	teachers of SWD				
	system in place	review students'		Using the individual teacher	ſ	
	for this school	IEPs to ensure		data, PLCs calculate the		
	year.	that IEPs are		SMART goal data across all		
		implemented		classes/courses.		
		consistently and		DI Com Chart an Iaman		
		with fidelity.		-PLCs reflect on lesson		
		-Teachers (both		outcomes and data used to drive future instruction.		
		individually and		arive future instruction.		
		in PLCs) work		-For each class/course, PLCs		
		to improve upon		chart their overall progress		
		both individually		towards the SMART Goal.		
		and collectively,		iowards the SMART Goal.		
		the ability to		Leadership Team Level		
		effectively		Leadership Team Lever		
		implement IEP/		-PLC facilitator/ Subject		
		SWD strategies and		Area Leader/ Department		
		modifications into		Heads shares SMART		
		lessons.		Goal data with the Problem		
		10000110.		Solving Leadership Team.		
				-Data is used to drive		
				teacher support and student		
				supplemental instruction.		

<u> </u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 44% to 58%.					
	44%	58%			

5D.2.	5D.2.	5D.2	5D.2	5D.2	
[ = · = ·	[ - ·-·	2.2	010.2	55.2	
-Improving the	Strategy/Task	Who	Teacher Level	-FAIR	
proficiency of	Strategy/rask	WIIO	Teacher Level	-raik	
SWD in our school	SWD student	-School based	-Teachers reflect on		
is of high priority.	achievement improves	Administrators	lesson outcomes and use		
io or ingli priority.	through <u>teachers'</u>	A commission of the second sec	this knowledge to drive	During the Grading Period	
-Teachers need	implementation of	-PLC Facilitators	future instruction.		
support in drilling	the Plan-Do-Check-			-Core curriculum end of core	
down their core	Act model in order to		-Teachers use the on-line	common unit/ segment tests	
assessments to the	plan/carry out lessons/			with data aggregated for	
SWD level.	assessments with	How	calculate their students'	SWD performance	
	appropriate strategies		progress towards their	_	
-General	and modifications.	PLC logs (with specific	PLC and/or individual		
educational teacher		SWD information) for like	SWD SMART Goal.		
and ESE teacher		courses/grades.			
need consistent, on			PLC Level		
going co-planning	Actions		TT - 1 - 1 - 1		
time.	Plan		-Using the individual		
	rian		teacher data, PLCs		
	For an upcoming unit		calculate the SWD SMART goal data across		
	of instruction determine		all classes/courses.		
	the following:		an classes/courses.		
			-PLCs reflect on lesson		
	What do we want our		outcomes and data used to		
	SWD to learn by the		drive future instruction.		
	end of the unit?				
			-For each class/course,		
	-What are standards		PLCs chart their overall		
	that our SWD need to		progress towards the		
	learn?		SWD SMART Goal.		
	-How will we assess		The deside The second state		
	these skills/standards		Leadership Team Level		
	for our SWD?		-PLC facilitator/ Subject		
			Area Leader/ Department		
	What does mastery		Heads shares SWD		
	look like?		SMART Goal data with		
			the Problem Solving		
	What is the SMART		Leadership Team.		
	goal for this unit of				
	instruction for our		Data is used to drive		
	SWD?		teacher support and		
	-	7		-	

		student supplemental	
		instruction.	
Plan for the "Do"			
What do teachers ne to do in order to me the SWD SMART goal?	ed et		
-What resources do need?	we		
-How will the lesson be designed to maximize the learni of SWD?			
-What checks-for- understanding will we implement for or SWD?	ır		
-What teaching strategies/best pract will we use to help SWD learn?	ices		
-Specifically how w we implement the strategy duri the lesson?			
-What are teachers going to do during t lesson for SWD?			
-What are SWD goi to do during the less to maximize learnin	on		
Reflect on the "Do"	7/		

· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	
	Analyze Checks for	
	Understanding and	
	Student Work <u>during</u>	
	the unit.	
	ine unit.	
	For lessons that have	
	already been taught	
	within the unit of	
	instruction, teachers	
	reflect and discuss	
	one or more of the	
	following regarding	
	their SWD:	
	-What worked within	
	the lesson? How	
	do we know it was	
	successful? Why was it	
	successful?	
	What didu 't wands	
	-What didn't work	
	within the lesson?	
	Why? What are we	
	going to do next?	
	-For the	
	implementation of	
	implementation of	
	the strategy, what worked? How	
	what worked? How	
	do we know it was	
	successful? Why	
	was it successful?	
	What checks for	
	what checks for	
	understanding were	
	used during the	
	lessons?	
	-For the	
	implementation of the	
	strategy, what	
	didn't work? Why?	
	What are we going to	
	do next?	

	· · · · · · · · · · · · · · · · · · ·	
	-What were the	
	outcomes of the checks	
	for understanding?	
	And/or analysis of	
	student performance?	
	-How do we take	
	what we have learned	
	and apply it to future lessons?	
	lessons?	
	Reflect/Check –	
	Analyze Data	
	Discuss one or more of	
	the following:	
	Č – – – – – – – – – – – – – – – – – – –	
	-What is the SWD	
	data?	
	-What is the data	
	telling us as individual	
	teachers?	
	-What is the data telling	
	us as a grade level/	
	PLC/department?	
	What are CWD and	
	-What are SWD not	
	learning? Why is this occurring?	
	-Which SWD are	
	learning?	
	iourning:	
	Act on the Data	
	After data analysis,	
	develop a plan to act on	
	the data.	
۰ <u>۰</u>		

	-What are we going to do about SWD not learning?				
	-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?				
	-How are we going to re-teach the skill differently?				
	-How we will know that our re-teaching/ interventions are working?				
		5D.3	5D.3	5D.3	

#### **Reading Professional Development**

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

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Words Their Way	K – 5	Reading Coach	K – 5	October – January	Walk-throughs	Principal/AP/Reading Coach
Easy CBM	K – 5	Reading Coach	K – 5	October	Monitor Easy CBM	Reading Coach
I-Station Training	K – 5	Reading Coach	K – 5	October	Monitor I-Station	Reading Coach

End of Reading Goals

#### Elementary or Middle School Mathematics Goals

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

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

	1 1	1 1	1 1	1 1	1 1	
	1.1	1.1	1.1	1.1	1.1	
scoring proficient in						
mathematics (Level 3-5).	-Lack of	Strategy	Who	PLCs will review unit	2x per year	
	infrastructure			assessments and chart the		
	to support	Students' math	- Principal	increase in the number of	District Baseline and	
		achievements		students reaching at least	Mid-Year Testing	
		improves		75% mastery on units of		
		through the use		instruction.		
	technology	of technology			ГІ	
	hardware	and hands-				
		on activities to			ГІ	
	-Teachers	implement the		PLC facilitator will share	During the Grading	
	at varying	Common Core		data with the Problem	Period	
		State Standards. In		Solving Leadership Team.		
		addition, student		The Problem Solving	-Core Curriculum	
	the CCSS	practice taking on-		Leadership Team will	Assessments (pre, mid,	
		line assessments			end of unit, chapter, etc.)	
		to prepare students		positive trends.		
			How Monitored			
		testing.				
			-PLCs receive feedback			
			on their logs.			
		Action Steps				
			-Classroom walk-			
		-PLCs use their	throughs observing this			
			strategy.			
		information	BJ			
		to learn more	Administrator			
		about hands-on	aggregates the			
			walk-through data			
		activities.	school-wide and			
			shares with staff the			
			progress of strategy			
			implementation			
		this strategy are	mpromonution			
		outlined on grade				
		level/content area				
		PLC action plans.				
		r				
L				P		

Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 76% to 79%.		2013 Expected Level of Performance:*			
	76%	79%			

1	1.2.	1.2	Who	1.2	1.2	
	Teachers are	States /T	During in al			
	at varying skill	<u>Strategy/Task</u>		PLCs will review unit assessments and chart the	2x per year	
		Students math	-Math District Resource		District Baseline and Mid-	
					Year Testing	
		through frequent		75% mastery on units of	i cai i esting	
, i i i i i i i i i i i i i i i i i i i	•	participation in higher	1	instruction.		
		order questions/	1		- 1	
	U U		How Monitored		During the Grading Period	
		to deepen and extend				
			-PLCS turn their logs into	PLC facilitator will share	-Core Curriculum	
o	order questions to		administration after a unit of		Assessments	
đ				Solving Leadership		
1	essons.	discussion techniques	*	Team. The Problem	(pre, mid, end of unit, chapter,	
				Solving Leadership Team		
				will review assessment		
		them to arrive at new	1	data for positive trends.		
			Logs.			
	Knowledge walk-	complex material.				
t,	throughs is		-Classroom walk-throughs			
	sometimes		using Webb's Depth			
l c	challenging.		of Knowledge wheel			
			as a higher order walk-			
			through form. They look for implementation of			
			strategy with fidelity and			
			consistency.			
		improve upon both	consistency.			
			-Administrator aggregates			
			the walk-through data			
			school-wide and shares with			
			staff the progress of strategy			
			implementation.			
			-			
		-Teachers plan higher	1			
		order questions/	1			
		activities for upcoming	1			
		lessons to increase				
		the lessons' rigor	1			
		and promote student	1			
		achievement.	1			
l I I		-Teachers plan for				

scaffolding questions		
and activities to meet		
the differentiated needs		
of students.		
After the lessons,		
teachers examine		
student work samples		
and classroom		
questions using		
Webb's Depth of		
Knowledge to evaluate		
the sophistication/		
ine sophistication/		
complexity of students'		
thinking.		
-Use student		
data to identify		
successful higher		
order questioning		
techniques for future		
implementation.		
·		
In the classroom		
During the lessons.		
teachers:		
-Ask questions and/		
or provides activities		
that require students		
that require students		
to engage in frequent		
higher order thinking		
as defined by Webb's		
Depth of Knowledge.		
-Wait for full attention		
from the class before		
asking questions.		
-Provide students with		
wait time.		

-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking"	
by describing how they arrive at an answer.	
-Encourage discussion by using open-ended questions.	
-Ask questions with multiple correct answers or multiple approaches.	
-Scaffold questions to help students with incorrect answers.	
-Engage all students in the discussion and ensure that all voices are heard.	
During the lessons. students:	
-Have opportunities to formulate many of the high-level questions based on the text/ content.	

			<ul> <li>Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</li> <li>School Leadership</li></ul>				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		See Goals 1, 3 & 4		<ul> <li>1.1</li> <li><u>2x per year</u></li> <li>District Baseline and Mid-Year Testing</li> <li>Semester Exams</li> <li><u>During the Grading</u></li> <li><u>Period</u></li> <li>-Core Curriculum Assessments</li> <li>(pre, mid, end of unit, chapter, interventions etc.)</li> </ul>	
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 57% to 60%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Hillsborough 2012	57%	60%			

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2 ECAT 2 0. Dointe for	3.1.	3.1.	3.1.	3.1.	3.1.	1	
	5.1.	5.1.	5.1.	5.1.	5.1.		
students making learning	NG 1	G	D · · 1				
	-PLCs struggle	Strategy			2x per year		
	with how	a		PLCs to record and report			
			-AP	during-the-grading period	District Baseline and		
	curriculum and				Mid-Year Testing		
				to administration and			
	discussion to			leadership team.	⊢ I		
	deepen their		courses				
	leaning. To	to focus on			Semester Exams		
		student learning.					
		Specifically, they	TT.		⊢ I		
			How				
		Do-Check-Act			During the Grading		
	to use the Plan-	ind log to	PLCS turn their logs		Period		
		pulactare men way	into administration				
		or work. Osing	after a unit of		Common assessments		
	Unit" log.	and outer and ab	instruction is complete.		(pre, post, mid, section,		
		design model for	DI Committe Continuel		end of unit)		
		units of motion,	-PLCs receive feedback				
			on their logs.				
		the following four	A durininter an attack				
			Administrators attend				
			targeted PLC meetings				
		1. What is it we	Des serves of DI Co				
		expect them to	Progress of PLCs				
			discussed at Leadership Team.				
			ream.				
		2. How will we	-Administration shares				
		Know n unoy					
		nuve reunieu	the data of PLC visits				
		it?	with staff on a monthly				
			basis.				
		3. How will we					
		respond if					
		they don't					
		learn?					
		4. How will we					
		respond if					
		they already					
		know it?					
							1

Actions/Details		
-This year, the		
like-course PLCs will administer		
common end-		
of-chapter		
assessments. The		
assessments will		
be identified/		
generated prior to		
the teaching of the		
unit.		
-Grade level/		
like-course PLCs		
use a <b>Plan-Do-</b>		
Check-Act "Unit		
of Instruction"		
log to guide their		
discussion and		
way of work.		
Discussions are		
summarized on log.		
-Additional		
action steps for		
this strategy are		
outlined on grade		
level/content area		
PLC action plans.		

 <u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
78	81			

	3.2.	3.2.	3.2.	3.2.	3.2.	
	5.2.	5.2.	5.2.	0.2.	0.2.	
	-Teachers tend to	Strategy/Task	Who	Teacher Level	2x per year	
	only differentiate					
	after the lesson	Students' math	-Principal	-Teachers reflect on	District Baseline and Mid-	
	is taught instead	achievement improves		lesson outcomes and use	Year Testing	
	of planning how	when teachers use	-AP	this knowledge to drive	-	
	to differentiate	on-going student		future instruction.		
	the lesson when	data to differentiate	-PLC facilitators of like		Γ	
	new content is	instruction.	grades and/or like courses	-Teachers maintain their	Semester Exams	
	presented.		0	assessments in the on-line		
	r			grading system.		
	-Teachers are			grading by brown	F	
	at varying	Actions/Details		Teachers use the on-line	During the Grading Period	
	levels of using			grading system data to		
	Differentiated	Within PLCs <u>Before</u>		calculate their students'	Common assessments (pre,	
	Instruction	Instruction and		progress towards the	post, mid, section, end of	
	strategies.	During Instruction of		development of their	unit)	
	strategies.	New Content		individual/PLC SMART	unit)	
	-Teachers tend to	tien Comeni		Goal.		
	give all students	-Using data from		Goai.		
	the same lesson,	previous assessments		PLC Level		
	handouts, etc.	and daily classroom		I LC Level		
	nanuouis, etc.	performance/		-Using the individual		
		work, teachers		teacher data, PLCs		
		plan Differentiated		calculate the SMART		
				goal data across all		
		Instruction groupings		classes/courses.		
		and activities for the		classes/courses.		
		delivery of new content	L	DI Camellant an Long		
		in upcoming lessons.		-PLCs reflect on lesson		
				outcomes and data used to		
		In the classroom		drive future instruction.		
		During the lossens		For each alocal acura		
		-During the lessons,		- For each class/course,		
		students are involved		PLCs chart their overall		
		in flexible grouping		progress towards the		
		techniques		SMART Goal.		
		PLCs <u>After Instruction</u>		Leadership Team Level		
		FLCs <u>After Instruction</u>	<i>t</i>	Leadership Team Level		
		-Teachers reflect and		-PLC facilitator shares		
		discuss the outcome of		SMART Goal data with		
		their DI lessons.		the Problem Solving		
		men Di lessons.				
				Leadership Team.		

			Use student data to identify successful DI techniques for future implementation. Using a problem- solving question protocol, identify students who need re- teaching/interventions and how that instruction will be provided.		-Data is used to drive teacher support and student supplemental instruction.		
Decad on the analysis of student	Antioinatad	3.3.	3.3. Fidelity Cheele			3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
students in Lowest 25%						
making learning gains in	-Scheduling	Strategy Across	Who	-Administrative walk-	2x per year	
mathematics.	time for the	all Content Areas		throughs		
mathematics.	students to		Administration		District Baseline and	
	get additional				Mid-Year Testing	
	assistance in				Ũ	
	math.	<u>Strategy/Task</u>			L I	
			How			
	-Teachers	Students' math achievement				
	" minghess to	improves through	-Review of PLC logs.			
	accept support from the peers.	teachers'				
	from the peers.	collaboration with			During the Grading	
		peers in all content			Period	
		areas.			renou	
					- Common assessments	
					(pre, post, mid, section,	
					end of unit)	
		Actions/Details				
		The administration				
		conducts one-on-				
		one data chats with				
		individual teachers				
		using the teacher's				
		student past and/or				
		present data.				
		<b>T1</b> 1				
		-The math contact				
		rotates through all subjects' PLCs to:				
		pubjects PLCs to:				
		Facilitate lesson				
		planning that				
		embeds rigorous				
		tasks				
		Facilitate				
		development,				
		writing, selection of higher-order,				
		text-dependent				
		questions/activities,				
L		questions/activities,	1	1		

with an emphasis		
on Webb's Depth		
of Knowledge		
question hierarchy		
question merureny		
Facilitate the		
racinitate the		
identification,		
selection,		
development		
of rigorous		
core curriculum		
common		
assessments,		
Facilitate core		
curriculum		
assessment data		
analysis		
anarysis		
Facilitate the		
planning for		
interventions and		
the intentional		
grouping of the		
students		
-Using walk-		
through data, the		
administration		
identify teachers		
for support in		
nor support in		
co-planning,		
modeling, co-		
teaching, observing		
and debriefing.		
-Throughout the		
school year, the		
administration		
conducts one-on-		
one data chats		
with individual		
teachers using		
the data gathered		
ine uaia gamereu		

		from walk-through tools. This data is used for future professional development, both individually and as a department.			
		Leadership Team -The math contact meets with the principal/AP to map out a high- level summary plan of action for the school year.			
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 61 points to 64 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	61	64			

	4.2.	4.2.	4.2.	4.2.	4.2.	
	1.2.	1.2.	1.2.	1.2.		
	The Extended	Stratogy	Who	Supplemental data shared	Curriculum Pacad	
	Learning Program	Strategy	<u>Who</u>	with leadership and	Measurement (CBM)	
		Students' math	Administrators	classroom teachers who	Measurement (CBM)	
		achievement improves	Administrators	have students.		
		through receiving		nave students.		
		ELP supplemental				
		instruction on	How Monitored			
		targeted skills that are				
	basis.	not at the mastery level	Administrators will review			
	Uasis.	not at the mastery level.	the communication logs and			
	-Not always a		data collection used between			
	direct correlation	<b>–</b>	teachers and ELP teachers			
	between what the	Action Steps	outlining skills that need			
	students is missing		remediation.			
	in the regular	-Classroom teachers				
		communicate with the				
		ELP teachers regarding				
		specific skills that				
		students have not				
		mastered.				
	communication	masterea.				
		-ELP teachers identify				
		lessons for students				
		that target specific				
		skills that are not at the				
		mastery level.				
		- Students attend ELP				
		sessions.				
		- Progress monitoring				
		data collected by				
		the ELP teacher				
		on a weekly or				
		biweekly basis and				
		communicated back to				
		the regular classroom				
		teacher.				
		-When the students				
		have mastered the				
		specific skill, they are				
·		•••				

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

Math Goal #5A:	2012 Current Level of	2013 Expected Level of Performance:*			
	Performance:*	of Fertormance.			
The percentage of White_ students scoring proficient/ satisfactory on the 2013 FCAT FAA Math will increase from 89% to 90%.					
The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT FAA Math will increase from 46% to 59%.					
The percentage of Hispanic_ students scoring proficient/ satisfactory on the 2013 FCAT FAA Math will increase from 70% to 82%.					
The percentage of Asian_ students scoring proficient/ satisfactory on the 2013 FCAT FAA Math will increase from 93% to 97%.					
	White:89%	White:90%			
	Black:46%	Black:59%			
	Hispanic:70%	Hispanic:82%			
	Asian:93%	Asian:97%			
	American Indian:	American Indian:			

					5A.2. 5A.3.	5A.2. 5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5C English Language	5C.1	5C.1	5C.1	5C.1	5C.1	<b>_</b>	
5C. English Language	SC.1	5C.1	5C.1	5C.1	5C.1		
Learners (ELL) not							
making satisfactory			<u>Who</u>	Teacher Level	2x per year		
progress in mathematics.		comprehension					
		of course	-School based		District Baseline and		
		content/standard	Administrators		Mid-Year Testing		
	is of high	improves through	<b>D</b> <sup>1</sup> · · · · D	knowledge to drive future			
	priority.		-District Resource	instruction.	F I		
			Teachers		~ -		
	-The majority	Academic_		-Teachers use the on-line	Semester Exams		
	of the math	Language	-ESOL Resource	grading system data to			
	teachers are	<u>Learning</u>	Teachers	calculate their students'			
	unfamiliar with			progress towards their PLC			
		(CALLA) strategy		and/or individual ELL			
	To address	in math.		SMART Goal			
	this barrier,		How		During the Grading		
	the school			PLC Level	Period		
	will schedule		-Administrative and	<b>T T T T T T T T T T</b>			
	professional	Action Steps		-Using the individual teacher			
	development				(pre, post, mid, section,		
	delivered by				end of unit)		
	the school's ERT.		form from:	across all classes/courses.			
	EKI.	provides		DI Com Contra la com			
	Math to show		The CALLA	-PLCs reflect on lesson			
				outcomes and data used to			
				drive future instruction.			
			for Evaluating CALLA Instruction	-ERTs meet with Math			
		content lessons.		PLCs on a rotating basis to			
	across math	content lessons.		assist with the analysis of			
	courses.	-ERT models		ELLs performance data.			
	-ELLs at	lessons using		ELES performance data.			
	varying levels	CALLA.		-For each class/course, PLCs	1		
	of	CALLA.		chart their overall progress	1		
		-ERT observes		towards the ELL SMART			
	English	content area		Goal.			
	language	teachers using		Sour.			
	acquisition and			Leadership Team Level			
		provides feedback,		Leadership ream Lever			
		coaching and		-PLC facilitator/ Math			
	across core	support.		Contact shares SMART			
	courses.			Goal data with the Problem			
		-District Resource		Solving Leadership Team.			
	-Administrators			5r			
					· · ·		<u>.</u>

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			İ	
		-Data is used to drive		
skill levels pro	ofessional	teacher support and student		
		supplemental instruction.		
of CALLA/ all	administrators	11		
		ERTs meet with RtI team to		
		review performance data and		
		progress of ELLs (inclusive		
	e of CALLA.	of LFs)		
fidelity check				
walk-throughM	1ath teachers			
	t SMART goals			
for	r ELL students			
	rupcoming			
	re curriculum			
ass	sessments.			
	1ath teachers			
adı	minister and			
ana	alyze ELLs. In			
	rticular, teachers			
	gregate data			
	determine the			
	rformance of			
	Ls compared to			
the	e whole group.			
-Ba	ased on data			
	ath teachers			
	fferentiate			
	struction to			
	mediate/enhance			
ins	struction.			

 <u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
58%	60%			

[]	50.2	50.2	50.2	50.2	50.2	
	5C.2.	5C.2.	5C.2.	5C.2	5C.2	
			Who	Teacher Level	2x per year	
		LYC) comprehension				
		of course content/	-School based	-Teachers reflect on	District Baseline and Mid-	
	5	standards increases in			Year Testing	
		math through the use		this knowledge to drive		
			-District Resource Teachers	future instruction.	_	
		line program <u>A+Rise</u>				
		located on IDEAS	-ESOL Resource Teachers		Semester Exams	
		under Programs for		grading system data to		
		ELL.		calculate their students'	_ I	
	To address this			progress towards their		
	barrier, the school			PLC and/or individual	During the Grading Period	
	will schedule			ELL SMART Goal.		
		Action Steps	-Administrative and		-Core curriculum end of core	
	development	EGOL B		PLC Level	common unit/ segment tests	
			ERT walk-throughs looking		with data aggregated for ELL	
				-Using the individual	performance	
				teacher data, PLCs		
		development to all		calculate the ELL		
		math area teachers on		SMART goal data across		
		how to access and use		all classes/courses.		
		A+ Rise Strategies				
		for ELLs at <u>http://</u>		-PLCs reflect on lesson		
		arises2s.com/s2s/ into		outcomes and data used to		
		math lessons.		drive future instruction.		
	at varying skill					
	levels regarding	- ERT models lessons		-ERTs meet with Math		
		using A+ Rise		PLCs on a rotating basis		
	order to effectively	Strategies for ELLs.		to assist with the analysis		
	conduct an A+			of ELLs performance		
		- ERT observes content		data.		
		area teachers using				
		A+Rise and provides		-For each class/course,		
		feedback, coaching and		PLCs chart their overall		
		support.		progress towards the ELL		
				SMART Goal.		
		- District Resource				
		Teachers (DRTs)		Leadership Team Level		
		provide professional		_		
		development to all		-PLC facilitator/		
		administrators on		Subject Area Leader/		
		how to conduct walk-		Department Heads shares		

through fidelity checks for use of A+ Rise Strategies for ELLs.	SMART Goal data with the Problem Solving Leadership Team.	
	-Data is used to drive teacher support and student supplemental instruction.	
	-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	

			•				·
		5C.3	5C.3	5C.3	5C.3	5C.3	
		-Lack of	ELLs (LYA, LYB &	Who	Analyze math core	2x per year	
			LYC) comprehension		curriculum and district		
		that math teachers		-School based	level assessments for	District Baseline and Mid-	
			standards improves	Administrators		Year Testing	
			through participation in		to accommodations	5	
		beyond FCAT	the following day-to-		to determine the most		
		testing.	day accommodations		effective approach for	Г	
			on core content and		individual students.	Semester Exams	
		Bilingual	district assessments in				
		Education	math:	How		L	
		Paraprofessionals					
			Extended time (lesson	-Administrative and		During the Grading Period	
		of expertise in	and assessments)				
		providing heritage		ERT walk-throughs using		-Core curriculum end of core	
		language support.	-Small group testing	the walk-throughs look		common unit/ segment tests	
				for Committee Meeting		-	
		-Allocation	-Para support (lesson	Recommendations. In			
		of Bilingual		addition, tools from the			
		Education		RtI Handbook and ELL			
				RtI Checklist, and ESOL			
				Strategies Checklist can be			
		membership of	(lesson and	used as walk-through forms			
		ELLs.	assessments)				
		-Administrators					
		at varying levels					
		of expertise in					
		being familiar with					
		the ELL Program					
		guidelines and job					
		responsibilities of					
		ERT and Bilingual					
		paraprofessional.					
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier						
to "Guiding Questions", identify and define areas in need of				How will the evaluation tool			
improvement for the following			fidelity be monitored?	data be used to determine the			
subgroup:				effectiveness of strategy?			
or-							

5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1	
	5D.1.	JD.1.	50.1.	50.1.	50.1	
Disabilities (SWD) not		<b>a</b>				
making satisfactory	-Need to	<u>Strategy</u>	Who	Teacher Level	2x per year	
progress in mathematics.	provide					
	a school	SWD student	Principal, Site		District Baseline and	
	organization	achievement		outcomes and use this	Mid-Year Testing	
	structure and	improves through		knowledge to drive future		
		the <u>effective</u>		instruction.	L I	
	regular and on-	and consistent				
	going review	implementation			Semester Exams	
	of students'	of students' IEP	How	grading system data to		
	IEPs by both	goals, strategies,		calculate their students'	L I	
	the general		IEP Progress Reports	progress towards their PLC		
		accommodations.			During the Grading	
	ESE teacher.			SMART Goal.	Period	
	To address this	-Throughout				
	barrier, the	the school year,		PLC Level	Common assessments	
	AP will put a	teachers of SWD			(pre, post, mid, section,	
		review students'		-Using the individual teacher	end of unit)	
	for this school	IEPs to ensure		data, PLCs calculate the		
	year.	that IEPs are		SWD SMART goal data		
		implemented		across all classes/courses.		
		consistently and				
		with fidelity.		-PLCs reflect on lesson		
				outcomes and data used to		
		-Teachers (both		drive future instruction.		
		individually and				
		in PLCs) work		-For each class/course, PLCs		
		to improve upon		chart their overall progress		
		both individually		towards the SWD SMART		
		and collectively,		Goal.		
		the ability to				
		effectively		Leadership Team Level		
		implement IEP/				
		SWD strategies and		-PLC facilitator/ Subject		
		modifications into		Area Leader/ Department		
		lessons.		Heads shares SMART		
				Goal data with the Problem		
				Solving Leadership Team.		
				Data is used to date		
				-Data is used to drive		
				teacher support and student		
				supplemental instruction.		

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 41% to 59%.					
	41%	59%			

· · · · · · · · · · · · · · · · · · ·	cn a	KD 2	(D.)	(D.)	50.2	
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	-Improving the	<u>Strategy/Task</u>	Who		School has a system for PLCs	
	proficiency of			for PLCs to record	to record and report during-	
	SWD in our school	SWD student	-Principal	and report during-the-	the-grading period of SWD	
	is of high priority.	achievement improves		grading period SWD	SMART goal outcomes to	
		through teachers'	-AP	SMART goal outcomes	administration, coach, SAL,	
	-Teachers need	implementation of			and/or leadership team.	
	support in drilling	the Plan-Do-Check-	-Instruction Coaches	SAL, and/or leadership	-	
	down their core	Act model in order to		team.		
	assessments to the		-Subject Area Contacts			
	SWD level.	assessments with	5			
		appropriate strategies	-PLC facilitators of like			
	-General	and modifications.	grades and/or like courses			
	educational teacher					
	and ESE teacher					
	need consistent,					
	on-going co-	Actions	How			
	planning time.					
	plaining time.	Plan	-PLC logs turned into			
			administration/coaches.			
		For an upcoming	Administration/coaches			
		unit of instruction	provides feedback			
		determine the	r ·			
		following:	-Administrators attended			
		ionowing:	targeted PLC meetings			
		What do was most a	Beter i De meetings			
		-What do we want our	-Progress of PLCs discussed			
		SWD to learn by the	at Leadership Team			
		end of the unit?	a Deadership Team			
		<b>TTTTTTTTTTTTT</b>				
		-What are standards				
		that our SWD need to				
		learn?				
		-How will we assess				
		these skills/standards				
		for our SWD?				
		-What does mastery				
		look like?				
		What is the SMART				
		goal for this unit of				
		instruction for our				
	-	<del>.</del>	7	7	7	

SWD?		
Plan for the "Do"		
What do teachers need to do in order to meet the SWD SMART goal?		
-What resources do we need?		
-How will the lessons be designed to maximize the learning of SWD?		
-What checks-for- understanding will we implement for our SWD?		
-What teaching strategies/best practices will we use to help SWD learn?		
-Specifically how will we implement the strategy during the lesson?		
-What are teachers going to do during the lesson for SWD?		
-What are SWD student going to do during the lesson to maximize learning?		

1	i	
Reflect on the "Do"/ Analyze Checks for		
Understanding and		
Student Work <u>during</u>		
the unit.		
For lessons that have		
already been taught		
within the unit of		
instruction, teachers		
reflect and discuss		
one or more of the		
following regarding		
their SWD:		
-What worked within		
the lesson? How		
do we know it was		
successful? Why was it		
successful?		
-What didn't work		
within the lesson?		
Why? What are we		
going to do next?		
-For the		
implementation of		
the strategy,		
what worked? How		
do we know it was successful? Why		
was it successful?		
What checks for		
understanding were		
used during the		
lessons?		
-For the		
implementation of the		
strategy, what		
didn't work? Why?		
What are we going to		

[	 1		
	do next?		
	-What were the		
	outcomes of the checks		
	for understanding?		
	And/or analysis of		
	student performance?		
	··· · · · ·		
	-How do we take		
	what we have learned and apply it to future		
	lessons?		
	Reflect/Check –		
	Analyze Data		
	Discuss one or more of		
	the following:		
	What is the SWD		
	data?		
	-What is the data		
	telling us as individual		
	teachers?		
	What is the data		
	telling us as a grade level/PLC/department?		
	ieven/rLC/ueparunent?		
	-What are SWD not		
	learning? Why is this		
	occurring?		
	Which SWD and		
	-Which SWD are learning?		
	icanning :		
	Act on the Data		
	After data analyzia		
	After data analysis,		L

t - t t : t : t : ;	develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?		5D.3	5D.3	
50.5	. <u>.</u>	50.5	5.0.5	50.5	

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals	Problem-			
	Solving			
	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1.	1.1.	1.1.	1.1.	

Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

Alg2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.		
Achievement Levels 4 or 5							
in Algebra.							
Algebra Goal #2:	2012 Current	2013 Expected Level					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Performance:*						
Enter narrative for the goal in this box.							
00.							
		2.2.	2.2.	2.2.	2.2.	2.2.	

2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

#### **Mathematics Professional Development**

Professional Development (PD) aligned with Strategies throug Professional Learning Community (PLC or PD Activity	h					
Please note that each Strategy does not require a professional development o PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Lesson Study	2, 3	Jack Fahle	Second grade teachers, Third grade math teachers	Second Grade – January	Coaching Cycle provided by Math District Resource Teacher.	Principal
Common Core Standards- online math course	K – 5	Casie Pease	K – 5 math teachers	Third Grade – October November – February	Walk-throughs	Assistant Principal

End of Mathematics Goals

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

## **Elementary and Middle School Science Goals**

FCAT 2.0: Students       1.1.       1.1.       1.1.       1.1.       1.1.       1.1.         pring proficient (Level       Teachers are at varying skill levels in the use of inquiry and the 5E will improve key being through       Who       Teachers reflect on lesson outcomes and use this instruction.       District-level baseline and mid-year tests	
5) in science. Teachers are Strategy Who Teacher Level 2x per year at varying skill levels in the Students' Principal -Teachers reflect on lesson outcomes and use this and mid-year tests and the 5E will improve AP knowledge to drive future	
at varying skill levels in the use of inquiry and the 5EPrincipal-Teachers reflect on lesson outcomes and use this knowledge to drive futureDistrict-level baseline and mid-year tests	
levels in theStudents'Principal-Teachers reflect on lessonDistrict-level baselineuse of inquiryscience skillsoutcomes and use thisand mid-year testsand the 5Ewill improveAPknowledge to drive future	
use of inquiry science skills outcomes and use this and mid-year tests and the 5E will improve AP knowledge to drive future	
and the 5E will improve AP knowledge to drive future	
lesson plan through instruction	
model. participation Science Contact	
in the <u>5E</u> -Teachers use the on-line	
-Lack of instructional grading system data to	
common model. calculate their students' <u>During the Grading</u>	
planning time How Monitored progress towards their PLC Period	
to facilitate and and/or individual SMART	
hold PLCs for -Classroom walk-throughs GoalCore Curriculum	
like courses. Action Steps observing this strategy. Assessments (pre,	
PLC Level mid, end of unit,	
-Teachers chapter, intervention	
will attend -Using the individual teacher checks, etc.)	
District Science data, PLCs calculate the	
training and SMART goal data across all	
share 5 E classes/courses.	
Instructional	
Model -PLCs reflect on lesson	
information outcomes and data used to	
with their drive future instruction.	
PLCs.	
-For each class/course, PLCs	
-PLCs write chart their overall progress	
SMART goals towards the SMART Goal.	
based for units	
of instruction. Leadership Team Level	
-As a -PLC facilitator shares	
Professional SMART Goal data with the	
Development Problem Solving Leadership	
activity in their Team.	
PLCs, teachers	
spend time -Data is used to drive	
collaboratively teacher support and student	
building 5E supplemental instruction.	
Instructional	
Model for	
upcoming	

ri	- k	1	i	
	lessons.			
	-PLC teachers			
	instruct			
	students			
	using the 5E			
	Instructional			
	Model.			
	-At the end			
	of the unit,			
	teachers give			
	a common			
	assessment			
	identified			
	from the core			
	curriculum			
	material.			
	-Teachers bring			
	assessment			
	data back to the			
	PLCs.			
	-Based on the			
	data, teachers			
	discuss			
	effectiveness			
	of the 5E			
	Lesson Plans			
	to drive future			
	instruction.			

	Level of	2013 Expected Level of Performance:*			
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 68% to 71%.					
	68%	71%			

PLCs struggle with how to structure conversations and data record structure conversations analysis to deept heir horiting collaboratively to horiting collaboratively	PLCs stru with how to structu curriculun conversat and data analysis t deepen th leaning. address th barrier, th year PLC being trai to use the Do-Check "Instructi		i	Ì	i i	
with how or structure unriculum analysis to del. Specifical set barrier, this barrier, this hariner, the state and bar structure and del. Specifical set be barrier, this barrier, this 	with how to structur curriculur conversat and data analysis t deepen th leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi	1.2.	1.2.	1.2.	1.2.	
with how or structure curriculum analysis to deepen their dealers this barrier, this 	with how to structur curriculur conversat and data analysis t deepen th leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi					
with howStudent achievement porture curriculum moroves through teachers ocus on student learning analysis to deless this barrier, this 	with how to structur curriculur conversat and data analysis t deepen th leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi	e Strategy	Who	School has a	2x per year	
eurriculum conversations nd data madysis to deepen their kedderssthis barrier, this use the Plan. Burcucture tesing the 52 Instructional decises that barrier, this tesing the s2 Instructional test mather structure test mather structure 	curriculum conversat and data analysis t deepen th leaning. address th barrier, th year PLC being trai to use the Do-Check "Instructi			system for PLCs to		
eurieulum and data     improves through teachers working collaboratively to focus on student learning analysis to deepen their     working collaboratively to focus on student learning analysis to deepen their     AP     period SMART goal outcomes to administration or leadership team.     Esting       VI. Facilitators of like deepen their     Model. Specifically, they is see the Plan-Do-Checks address this     PLC facilitators of like arct model for unit of being trained ous the Plan- instruction, leadership team.     PLC logs turned into administration provides feedback     Putto Status       1.     What is it we expect them to learn?     PLC set it for the yhave learned it?     Porgress of PLCs discussed it Leadership Team.     Common assessments (pre, post, mid, section, end of unit)       2.     How will we respond if they already know it?     Progress of PLCs discussed it Leadership Team.     Administration shares the dation shares the already know it?     Administration shares the an a monthly basis.     Administration shares the an a monthly basis.	conversat and data analysis t deepen th leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi	Student achievement	-Principal	record and report	District Baseline and Mid-Year	
conversations and data analysis to deepen their leaning. To address this barrier, this barrier, this barrier, this barrier, this barrier, this barrier, this barrier, this being trained being model for unit of to use the Plan-Dicheck- Act model to structure their way of work.       PLC facilitators of like grades and/or like courses trades and/or like courses       Semester Exams         100-Check- being trained being trained to use the Plan- Do-Check- to use the Plan- Do-Check- to use the Plan- Unit" log.       Using the backwards design model for unit of instructiona, teachers focus them to learn?       Low       During the Grading Period.         11       What is it we expect them to learn?       Administration provides receback       Common assessments (pre, post, mid, section, end of unit)         2.       How will we know if they have learned it?       Progress of PLCs discussed at Leadership Team       Administration shares the date of PLC visits with staff         3.       How will we respond if they already know it?_ learn?       Actions/Details_       How will we respond if they already know it?_	and data analysis t deepen th leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi	improves through teachers			Testing	
and data       Focus on student learning using the SE Instructional deepen their address this take the <u>Plan-Dn-Check-ca</u> address in the structure address this to structure barrier, this       PLC facilitators of like andress this take the <u>Plan-Dn-Check-ca</u> address this their way of work.       Semester Exams         year PLC sare year PLC sare being trained to use the Plan- being trained to use the Plan- being trained.       Issue the structure the cachers focus questions:       How       During the Gradine Period         PLC logs turned into to use the Plan- being trained to use the Plan- being trained.       Using the Backwards design model for unit of the following four questions:       How       During the Gradine Period         PLC logs turned into use the Plan- being trained to use the Plan- being trained.       Using the Backwards design model for unit of questions:       PLC logs turned into administration provides if ceback       Common assessments (pre, post, mid, section, end of unit)         PLC the plane barrier, 'if they have learned if they have learned if they have learned if they dave learned alt a of PLC visits with staff on a monthly basis.       Progress of PLCs discussed in a monthly basis.       Isource learned in a monthly basis.	and data analysis t deepen th leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi	s working collaboratively to	-AP		C .	
analysis to deepen their Model. Specifically, they address this take the Plan-Dn-Check- sus the Plan-Dn-Check- berrifer, this being trained design model for unit of to use the Plan-instruction, teachers focus Do-Check-Act Unit" log.       How       Image: Check beam of the courses address and/or like courses the courses       Semester Exams         1       What is it we expect if they have learned if they have learne	deepen th leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi	focus on student learning				
deepen their leaning. To address this barrier, this year PLCs are Using the backwards being trained ouse the Plan- instructional use the Plan- instructional port Check-Act Unit" log.       How       Itele courses act model to structure the way of work. How       How       During the Grading Period         How       Using the backwards design model for unit of to use the Plan- instructional questions:       How       During the Grading Period       Common assessments (pre, post, mid, section, end of unit)         1       What is it we expect if they have learned if?       Administrators attend atta of PLC silscussed nit Leadership Team       Administration shares the data of PLC visits with staff respond if they already know it?_       How will we respond if they already know it?_       Progress of PLC silscussed nit anothy basis.       How will we respond if they already know it?_	deepen th leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi			administration or		
leaning. To address this barrier, this year PLCs are Unit? log.       use the Plan-Do-Check- Act model to structure heir way of work. year PLCs are Using the backwards design model for unit of instruction, teachers focus po-Check-Act "Instructions:       How       During the Grading Period         Do-Check-Act "Instruction, teachers focus "Instructions:       nut following four questions:       PLC logs turned into ministration provides feedback       Common assessments (pre, post, mid, section, end of unit)         1.       What is it we expect them to learn?       Administrators attend targeted PLC meetings       Administration shares the data of PLC visits with staff" respond if they don't learn?       Progress of PLCs discussed at a of PLC visits with staff" on a monthly basis.       Progress of PLCs discussed at a of PLC visits with staff" on a monthly basis.	leaning. address th barrier, th year PLC being trai to use the Do-Checl "Instructi		grades and/or like courses	leadership team.	Semester Exams	
address this barrier, this ver PLCs are to use the full way of work. Using the backwards being trained to use the full with is the backwards being trained to use the full with is the backwards being trained usetions:       How       During the Grading Period         PLC logs turned into design model for unit of uses the full with the following four questions:       PLC logs turned into administration provides feedback       Common assessments (pre, post, mid, section, end of unit)         1.       What is it we expect if they have learned it?       Progress of PLCs discussed at Leadership Team it?       Progress of PLCs discussed at a of PLC visits with staff on a monthly basis.       How will we respond if they dave post, mid, section, end of unit)         3.       How will we respond if they already know it?_	address th barrier, th year PLC being trai to use the Do-Checl "Instructi		-			
barrier, this       their way of work.       How       During the Grading Period         being trained       Using the backwards       PLC logs turned into       Common assessments (pre, post, mid, section, end of unit)         Do-Check-Act       nthe following four questions:       -Administration provides feedback       Post, mid, section, end of unit)         Unit" log.       1.       What is it we expect them to learn?       -Administration shares the data of PLC visits with staff ream it?       -Administration shares the data of PLC visits with staff on a monthly basis.         3.       How will we respond if they already know it?       -Ations/Details_       -Administration shares the data of PLC visits with staff on a monthly basis.       -Administration shares the data of PLC visits with staff on a monthly basis.	barrier, th year PLC being trai to use the Do-Check "Instructi					
year PLCs are being trained to use the Plan- ustruction, tachers for po-Check-Act 'Instructional Unit" log.List being trained design model for unit of administration provides feedbackDuring the Grading Period Common assessments (pre, post, mid, section, end of unit)1.What is it we expect them to learn?Administrators attend argeted PLC meetingsProgress of PLCs discussed at acdership Team them is structured in the anonthly basis.Progress of PLCs discussed at acdership Team anonthly basis.Progress of PLCs discussed at acdership Team at a of PLC visits with staff on a monthly basis.4.How will we respond if they already know it?How will we respond if they already know it?How will we respond if they already know it?How will we respond if they already know it?	year PLC being trai to use the Do-Checl "Instructi					
being trained to use the Plan Do-Check-Act Unit" log.       design model for unit of instruction, teachers focus questions:       PLC logs turned into administration provides feedback       Common assessments (pre, post, mid, section, end of unit)         1.       What is it we expect them to learn?       Administrators attend argeted PLC meetings       Progress of PLCs discussed at Leadership Team         2.       How will we know if they have learned it?       Progress of PLCs discussed at Leadership Team       Ada on its with staff on a monthly basis.         3.       How will we respond if they don' already know it?       How will we respond if they already know it?	being trai to use the Do-Check "Instructi		How		During the Grading Period	
to use the Plan- instruction, teachers focus Do-Check-Adv Unit" log. Unit" log. 1. What is it we expect them to learn? 2. How will we know if they have learned it? 4. How will we respond if they already know it? 4. How will we respond if they already know it? Actions/Details_	to use the Do-Check "Instructi					
Do-Check-Act Instructional Unit" log. Do-Check-Act Instructional Unit" log. Do-Check-Act Instructional Unit" log. Do-Check-Act Instructional Unit" log. Do-Check-Act Instructional Unit" log. Do-Check-Act Instructional Unit" log. Do-Check-Act Instructional Unit" log. Do-Check-Act Instructional Unit" log. Do-Check-Act Instructional Do-Chec	Do-Check "Instructi				Common assessments (pre,	
<ul> <li>Instructional Unit" log.</li> <li>What is it we expect them to learn?</li> <li>How will we know if they have learned it.</li> <li>How will we respond if they don't point a monthly basis.</li> <li>How will we respond if they already know it?</li> <li>Actions/Details</li> </ul>	"Instructi		administration provides			
Unit" log.       1. What is it we expect them to learn?       Administrators attend targeted PLC meetings         2. How will we know if they have learned it?       Progress of PLCs discussed at Leadership Team         3. How will we respond if they don't learn?       Administration shares the data of PLC visits with staff respond if they don't learn?         4. How will we respond if they already know it?_       Actions/Details_	Unit" log		feedback			
<ul> <li>1. What is it we expect them to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. How will we respond if they don't learn?</li> <li>4. How will we respond if they already know it?</li> <li>Actions/Details</li> </ul>						
1       them to learn?       targeted PLC meetings         2.       How will we know if they have learned it?       Progress of PLCs discussed at Leadership Team         3.       How will we respond if they don't learn?       Administration shares the data of PLC visits with staff on a monthly basis.         4.       How will we respond if they already know it?       Actions/Details		1. What is it we expect				
<ul> <li>at Leadership Team</li> <li>it?</li> <li>Administration shares the</li> <li>How will we respond if they don't on a monthly basis.</li> <li>How will we respond if they already know it?</li> <li>Actions/Details</li> </ul>			targeted PLC meetings			
<ul> <li>at Leadership Team</li> <li>it?</li> <li>Administration shares the</li> <li>How will we respond if they don't on a monthly basis.</li> <li>How will we respond if they already know it?</li> <li>Actions/Details</li> </ul>						
if they have learned at Leadership Team   it? -Administration shares the   3. How will we respond if they don't learn?   4. How will we respond if they already know it?_   Actions/Details_		2. How will we know				
<ul> <li>it?</li> <li>Administration shares the data of PLC visits with staff on a monthly basis.</li> <li>How will we respond if they already know it?</li> <li>Actions/Details</li> </ul>			at Leadership Team			
Administration shares the data of PLC visits with staff on a monthly basis. 4. How will we respond if they already know it? Actions/Details		5				
<ul> <li>Actions/Details_</li> <li>already know it?</li> </ul>						
respond if they don't on a monthly basis.         learn?         4. How will we respond if they already know it?         Actions/Details		3. How will we	data of PLC visits with staff			
learn?         4. How will we respond if they already know it?         Actions/Details		respond if they don'	on a monthly basis.			
<ul> <li>4. How will we respond if they already know it?</li> <li>Actions/Details</li> </ul>		learn?				
respond if they         already know it?						
respond if they         already know it?		4. How will we				
already know it?						
Actions/Details						
		uncuty know it:				
Within DI Ca		Actions/Details				
Within DLCa.						
within FLCs:		Within PLCs:				
-PLCs will use a PLC log						
to monitor the following:		to monitor the following:				
		Guide their Plan-Do-				

Check-Act conversations
and way of work.
and way of work.
Monitor the frequency
of meetings. All grade
of meetings. An grade
level/subject area PLCs
collaborate 1 time per
month for curriculum
planning, reflection, and
data analysis.)
-Working with the core
curriculum, within grade
level PLCs teachers will:
Unpack the benchmark
and identify what students
head to understand langu
need to understand, know,
and do.
Plan for checks for
understanding during the
unit.
Plan for the End-of-Unit
Assessment
Plan upcoming lessons/
units using the 5E
Instructional Model.
Reflect on the outcome
of lessons taught
Analyze checks for
understanding and core
curriculum assessments.
currential assossments.
Act on the core
curriculum data by
planning interventions for
planning interventions for
the whole class or small
group.

		<ul> <li>-PLCs will generate SMART goals for upcoming units of instruction.</li> <li>-PLCs will report SMART goal data through their logs.</li> <li>As a Science Department</li> <li>-PLC, share action plan successes and challenges of the grade levels courses.</li> <li>-PLCs will adjust action plans based on teacher/ coach walk-through data, PLC collaboration, and student data.</li> <li>1.3</li> </ul>		1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement	N. 4 . 11	St t	XX71 -		2	1
Levels 4 or 5 in science.		<u>Strategy</u>		Science PLC Resource	3x-per year	1
	teachers	G 1 1 2		meetings		1
	understand how		Principal		District level baseline,	1
		comprehension		Reading Leadership Team	mid-year, and pre-	1
	close reading	of science text			EOC administration	1
		improves when				1
			Science Contact		<u> </u>	1
	model.	engaged in		PLCs will track achievement	~ -	1
					Semester Exams	1
	-Not all PLCs	techniques		to the Close Reading		1
			Reading Leadership Team	passage comparing baseline	L I	1
	at curriculum	level content-		achievement level to 80%		1
	materials	based text			During the Grading	1
	beyond those	(textbooks		evaluation tool.	Period	1
			How Monitored			1
	curriculum	supplemental			-mini-assessments	1
	maps.		Administration, Coach			1
		teachers engage	walk-throughs		-unit assessments	1
		students in				1
		the <u>close</u>	-PLC logs turned into			1
		reading model	administration.			1
		(appropriately				1
		placed	Administration provides			1
		within the 5E	feedback.			1
		instructional				1
		model) using				1
		their textbooks				1
		or other				1
		appropriate				1
		high-Lexile,				1
		complex				1
		supplemental				1
		texts at least 4				1
		times per nine				1
		weeks.				1
						1
		-				1
		Action Steps				
		Professional				1
		Development				
						1
Lillah anan ah 2012						L

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The Reading		
Coach along		
with the		
science contact		
conduct		
small group		
departmental		
trainings		
ta davalar		
to develop		
teachers'		
ability to		
use the close		
reading model.		
5		
The Reading		
Casal attanda		
Coach attends		
science PLCs		
to co-plan		
with teachers,		
developing		
lessons using		
the close		
reading model.		
-Teachers		
that teach		
science attend		
professional		
development		
provided by		
the district/		
school on text		
complexity and		
close reading		
models that are		
most applicable		
to science		
classrooms and		
support the 5E		
instructional		
model.		
In PLCs/		

· · · · · · · · · · · · · · · · · · ·	i	i	 	
	Department			
	-Teachers			
	work in their			
	PLCs to locate,			
	discuss, and			
	disseminate			
	appropriate			
	texts to			
	supplement			
	supplement			
	their textbooks.			
	-PLCs review			
	Close Reading			
	Selections to			
	determine word			
	count and high-			
	Lexile.			
	-PLCs assign			
	appropriate			
	appropriate NGSSS			
	benchmark to			
	Close Reading			
	passage			
	passage			
	To increase			
	-To increase			
	stamina,			
	teachers select			
	high-Lexile,			
	complex and			
	rigorous texts			
	that are shorter			
	and progress			
	throughout the			
	year to longer			
	texts that are			
	high-Lexile,			
	complex and			
	rigorous			
	- Teachers			
	debrief lesson			
	implementation			
	implementation			

to determine		
effectiveness		
and level		
of student		
comprehension		
and retention		
of the text.		
Teachers		
use this		
information		
to build future		
close reading		
lessons.		
16550115.		
During the		
lessons,		
teachers:		
icuciici și.		
-Guide students		
through text		
without reading		
or explaining		
the meaning of		
the text using		
the following:		
Introducing		
critical		
vocabulary		
to ensure		
comprehension		
of text.		
Stating		
an essential		
an objetion prior		
question prior		
to reading		
Using		
questions		
questions to check for		
understending		
understanding.		

	Using		
	question to		
	engage students		
	in discussion.		
	Requiring		
	oral and written		
	responses to		
	text.		
	-Ask text-based		
	questions that		
	require close		
	require close		
	reading of		
	the text and		
	multiple reads		
	of the text.		
	During the		
	During the		
	lessons,		
	students:		
	-Grapple with		
	complex text.		
	complex text.		
	-Re-read for a		
	second purpose		
	and to increase		
	comprehension.		
	e comprenension.		
	Engenein		
	-Engage in		
	discussion		
	to answer		
	essential		
	question		
	using textual		
	evidence.		
	-Write in		
	response		
	to essential		
	question		
	question		
	using textual		

2012 Current	2013Expected					
Level of Performance *	Level of Performance <sup>*</sup>					
errormanee.	r errormanee.					
37%	41%					
	2.2.	2.2.	2.2.	2.2.	2.2.	
	2.3	2.3	2.3	2.3	2.3	
	2012 Current Level of Performance:* Performance:* 37%	Level of         Level of           Performance:*         Performance:*           37%         41%           2.2.         2.2.	2012 Current       2013Expected         Level of       Performance:*         Performance:       Performance:*         37%       41%         2.2.       2.2.	2012 Current       2013Expected         Level of       Performance:*         Performance:       Performance:*         37%       41%         2.2.       2.2.	2012 Current Level of Performance:*       2013Expected Level of Performance:*         Performance:*       Performance:*         37%       41%         2.2.       2.2.	2012 Current Level of Performance:*       2013 Expected Level of Performance:*       2013 Expected Level of Performance:*         37%       41%       2.2.         2.2.       2.2.       2.2.

#### **Science Professional Development**

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

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
Science Pedagogy Training	K – 5	Science Supervisor	r All Teachers	meetings) Preplanning	Walk-Throughs	Principal
Close Reading	Grades 3 - 5	Reading Coach	Science PLCs	One PLC meeting per month	Reading Coach walk-throughs	Assistant Principal Administration Team & Reading Coach
		Science Contact				
		Reading Leadership Tean	1			

End of Science Goals

# Writing/Language Arts Goals

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

1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
	Not all teachers	Strategy	Who	See "Check" & "Act" action	Student monthly	
in writing.	know how to	·····	···	steps in the strategies column		
in writing.		Students' use of	Principal		formative assessments	
	writing lessons	mode-specific				
	with a focus		AP		-Student daily drafts	
	on mode-based	improve through			~~~~~	
	writing.	use of Writers'			-Student revisions	
		Workshop/daily				
	-Not all teachers		District (Writing Team,		-Student portfolios	
	know how to		Supervisors, Writing		······································	
	review student		Resources, Academic			
	writing to		Coaches, and DRTs)			
	determine trends		. ,			
	and needs in					
	order to drive	Action Steps				
	instruction.	-	How Monitored			
		-Based on				
	-All teachers	baseline data,	-PLC logs			
		PLCs write				
	score student	SMART goals	-Classroom walk-throughs			
	writing accurately					
		Period. (For	Observation Form			
		example, during				
	using information		-Conferencing while			
	provided by the	Period, 50%	writing walk-through tool			
	state.	of the students	(for coaches)			
		will score 4.0 or				
		above on the end-				
		of-the Grading				
		Period writing				
		prompt.)				
		Dlan,				
		<u>Plan:</u>				
		-Professional				
		Development for				
		updated rubric				
		courses				
		- Sui 505				
		-Professional				
	1		1		I	

Development		
for instructional		
delivery of mode-		
specific writing		
-Training to		
facilitate data-		
driven PLCs		
-Using data		
to identify		
trends and drive		
instruction		
instruction		
-Lesson planning		
based on the		
needs of students		
Do:		
-Daily/ongoing		
-Daily/ongoing		
models and		
application of		
appropriate		
mode-specific		
writing based on		
toophing points		
teaching points		
-Daily/ongoing		
conferencing		
Check:		
<u>Cneck.</u>		
Review of daily		
drafts and scoring		
monthly demand		
writes		
writes		
-PLC discussions		
and analysis of		
student writing to		
determine trends		

and needs		
and needs		
<u>Act:</u>		
-Receive		
additional		
professional		
development in		
areas of need		
-Seek additional		
professional		
knowledge		
through book		
through book studies/research		
-Spread the		
use of effective		
practices across		
the school based		
on evidence		
shown in the best		
practice of others		
e ···· · · · · · ·		
-Use what is		
learned to begin		
the cycle again,		
revise as needed,		
increase scale if		
possible, etc.		
possioie, etc.		
-Plan ongoing		
monitoring of the		
monitoring of the		
solution(s)		

Writing/LA Goal #1: Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 97% to 98%.	of Performance:*	2013 Expected Level of Performance:*					
	97%	98%					
				1.2.		1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional

### Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development o PLC activity. PD Content /Topic		PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	Schedules (e.g., frequency of		
Best Practice Updates	K - 5	PLC Leader Writing Contact	All Teachers	meetings) Faculty meetings – monthly	Walk-throughs	Principal
						Assistant Principal
Elaboration	3 – 5	Writing Contact	Teachers – grades 3 – 5	November, January	Walk-throughs/ Monitor monthly writes	Principal
						Assistant Principal
Update Rubric Training	2-5	District	Teachers – Grades 2 – 5	Throughout Year	Monitor Monthly Writes	Principal
						Assistant Principal
Modes of Writing Training	2-5	District	Teachers – Grades 2 – 5	Throughout Year	Monitor Monthly Writes	Principal
						Assistant Principal

### End of Writing Goals

# Attendance Goal(s)

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

1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.	
	-Attendance	Tier 1	Attendance committee	Attendance committee will	Instructional Planning	
	committee needs				Tool Attendance/	
	to meet on a				Tardy data	
	regular basis		the Principal on a monthly		2	
			basis and shared with		Ed Connect	
	school year.		faculty.			
		comprised of				
		Administrators,				
		guidance				
		counselor, and				
	absences are from					
		review the school's				
		attendance plan				
		and discuss school				
	do not have a way					
		to address needs				
		relevant to current				
		attendance data.				
		The attendance				
		committee will also maintain a				
		database of				
		students with				
		significant				
		attendance				
		problems and				
		implement and				
		monitor				
		interventions to be				
		documented on the				
		attendance				
		intervention form				
		(SB 90710) The				
		attendance				
		committee meets				
		every month.				

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*			
1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013.					
2. The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 10%.					
3. The number of students who have 10 or more <b><u>unexcused</u></b> tardies to school throughout the school year will decrease by 10%.					
		96%			
	2012 Current Number of Students with Excessive Absences	2013 Expected_ Number of Students_ with Excessive_ Absences			
	(10 or more)	( <u>10 or more)</u>			

271	198					
Number of Students with Excessive Tardies	2013 Expected Number of Students with Excessive Tardies					
	(10 or more)					
147	132					
	improvement in attendance.	Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of	1.3 Principal Social Worker Guidance Counselor PSLT	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional

Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development o PLC activity. PD Content /Topic		PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
EdLine	K - 5	AP	School-wide	September and then an as needed basis	Random check of EdLine postings	AP

### End of Attendance Goals

# Suspension Goal(s)

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

<b>1. Suspension</b> <sup>1.1.</sup>	1	.1.	1.1.	1.1	1.1	
There comm wide and ru appro	mon school- e expectations - rules for b opriate to sroom w ivior. a th si d tr in te so so so so so so so so so so so so so	- CHAMPS will be implemented o address school-	Who -PSLT Behavior Committee -Leadership Team	- PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school	EASI ODR and suspension data cross-referenced with mainframe discipline data.	
	w fa te so	Providing teachers vith resources or continued eaching and einforcement of chool expectations nd rules.				
	te W U W fe b	Leadership eam conducts valkthroughs ising a CHAMPS valk-through form (generated by the district RtI acilitators).				
		The data is shared with faculty at a				

		-Where needed, administration conducts individual			
		teacher walk- through data chats.			
Suspension Goal #1:	2012 Total Number of	2013 Expected Number of			
1. The total number of In-School Suspensions will decrease by 10%.	<u>In –School</u> Suspensions	In- School Suspensions			
2. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.					
3. The total number of Out-of-School Suspensions will decrease by 10%.					
4. The total number of students receiving Out- of-School Suspensions throughout the school year will decrease by 10%.					
	1	0			

<u>of Students</u> Suspended	2013 Expected Number of Students Suspended					
In-School 1	<u>In -School</u>					
<u>Out-of-School</u> Suspensions	2013 Expected Number of Out-of-School Suspensions					
	30					
of Students	2013 Expected Number of Students Suspended					
Out- of- School	<u>Out- of-School</u>					
9	7					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development** 

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

Please note that each Strategy does not require a Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

professional development o PLC activity. PD Content /Topic	or Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
CHAMPS	K – 5	PLC Leader Melissa Irvin	School-wide	meetings) Preplanning	Classroom Walk-throughs	Administration

### End of Suspension Goals

### **Dropout Prevention Goal(s)**

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

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

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

1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
Prevention							
Dropout Prevention							
Goal #1:							
*D1 ( ) 1							
*Please refer to the							
percentage of students who dropped out							
during the 2011-2012							
school year.							
	2012 Current	2013 Expected Dropout Rate:*					
	Dropout Rate:*	Dropout Rate:*					
Enter narrative for the goal							
in this box.							
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development** 

Professional Development (PD) aligned with

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

End of Dropout Prevention Goal(s)

### Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
	2.1.	2.1.	2.1.	2.1.	2.1.		
Parent Involvement Goal #2:							
	level of Parent	2013 Expected level of Parent Involvement:*					
Enter narrative for the goal in this box.							
						2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

### Parent Involvement Professional Development

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

#### End of Parent Involvement Goal(s)

# Health and Fitness Goal(s)

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

	Problem-		<u></u>		
Additional Caal(a)					
Additional Goal(s)	Process to				
	Increase				
	Student				
	Achieveme				
	nt				

Base	ed on the analysis of school lata, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
area	as in need of improvement:				How will the evaluation tool data be used to determine the effectiveness of strategy?		
1. H Goal	current unita 1 reneoso	1.1.	1.1.	H.E.A.R.T. team notes/ agendas	1.1.	1.1.	
Goal		Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	H.E.A.R.T. team		the Fitnessgram PACER for assessing cardiovascular health.	Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	

Health and Fitness Goal #1: 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 69% on the Pretest to 95% on the Posttest.		2013 Expected Level :*					
	69%	95%					
		have 150 minutes of Teacher Directed PE.		1.2. PE teachers will monitor the number of laps run each week.	1.2. PACER test component of the Fitnessgram PACER for assessing cardiovascular health.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with

Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	_	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Fitness Station Training 3	- 5	PE Teachers	Grade 3 - 5Teachers	November	Pacer test scores	PE Teachers

# Continuous Improvement Goal(s)

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

	Problem-	U	T		
Additional Goal(s)	Solving				
	Process to				
	Increase				
	Student				
	Achieveme				
	nt				

Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
1. Continuous	1.1.	1.1.	1.1.	1.1.	1.1.	
Improvement Goal						
	common vertical PLCs. -Lack of social activities that would foster collaboration. -Lack of cross grade level	once a month. -Schedule	-Administration will survey staff throughout the year. -Administration will highlight staff members each week in the Cougar's Roar.	-The Steering Committee will analyze the results from the staff survey.		

<u>Level :*</u>	2013 Expected Level :*					
26%	50%					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

### **Continuous Improvement Goals Professional Development**

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

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

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Kagan Training	K – 5	District Office	Instructional staff	Begin December	Staff Surveys	

End of Additional Goal(s)

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

# NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4- 9).		AL See Rea ding Goal 5d	A.1.	A.1.	A.1.	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

81%	85%					
(16)						
	A.2.	A.2.	A.2.	A.2.	A.2.	
	A.3.	A.3.	A.3.	A.3.	A.3.	
B.1.	BIL See Rea ding Goal 5d	B.1.	B.1.	B.1.		
	<b>(16)</b> B.1.	A.2. A.3. B.1. See Rea ding Goal	(16) (17) A.2. A.2. A.3. A.3. B.1. B.1. See Rea ding Goal	(16)       (17)       A.2.       A.2.         A.2.       A.2.       A.2.       A.2.         B.1.       A.3.       A.3.       A.3.         B.1.       B.1.       B.1.       B.1.         B.1.       Goal       B.1.	(16)       (17)          A.2.       A.2.       A.2.         A.3.       A.3.       A.3.         B.1.       B.1.       B.1.         B.1.       B.1.         B.1.       B.1.         B.1.       B.1.	(16)       (17)        A.2.       A.2.       A.2.       A.2.         A.2.       A.2.       A.2.       A.2.       A.2.       A.2.         A.3.       A.3.       A.3.       A.3.       A.3.         B.1.       B.1.       B.1.       B.1.         B.1.       Goal       B.1.       B.1.

Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	(9)						
						B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

# NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition			

Students speak in English and understand spoken English at grade	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
level in a manner similar to non- ELL students.			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
proficient in Listening/ Speaking.	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 37% to 40%.	2012 Current Percent of Students. Proficient in Listening/Speaking:					

	37%(89)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
proficient in Reading.	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4		2.1.		2.1.	

CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading :					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 29% to 32%.						
	22%(83)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non- ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
	See Reading	-				
	ELL Goal					
	5C.1, 5C.2,					
	5C.3 and					
	5C.4					
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 26% to 29%.						
	26%(88)					
		2.2.				2.2.
		2.3	2.3	2.3	2.3	2.3

# NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding     Anticipated Barrier     Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
--	----------------	---------------------	-------------------------	--	--

Questions", identify and			Who and how will the	How will the evaluation tool data be		
define areas in need of improvement for the			fidelity be monitored?	used to determine the effectiveness of strategy?		
	F.1.	F.1.	F.1.	F.1.	F.1.	
Alternate Assessment:		~				
Students scoring		See				
at in mathematics (Levels 4-9).		Math				
		Goal				
		5d				
		Su				
Mathematics Goal F:	2012 Current Level of	2013 Expected Level of				
	Performance:*	Performance:*				
The percentage of						
students scoring a Level 4 or higher on						
the 2013 FAA will maintain or increase by						
1%.						
						I I

81%	81%					
(16)	(16)					
	F.2.	F.2.	F.2.	F.2.	F.2.	
	F.3.	F.3.	F.3.	F.3.	F.3.	

Alternate Assessment: Percentage of students making Learning Gains in mathematics.		See Math Goal 5d	G.1.	G.1.	G.1.	
Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	Performance:*	2013 Expected Level of Performance:*				

(9)						
	G.2.	G.2.	G.2.	G.2.	G.2.	
	G.3.	G.3.	G.3.	G.3.	G.3.	

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

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

H. Students scoring in	1.1.	1.1.	1.1.	1.1.	1.1.	
the middle or upper third						
(nucficient) in Coometry						
(proficient) in Geometry.						
<u>Geometry Goal H:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Level of Performance:*	of Performance.*				
	i errormanee.					
Enter narrative for the goal in this box.						
00.						

			1.2.			1.2.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		

· · · · · · · · · · · · · · · · · · ·	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
			2.2.			2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

## **NEW Science Florida Alternate Assessment Goal**

Elementary, Middle <mark>and High</mark> Science Goals	Solving Process to Increase Student Achieveme			
	nt			

		1					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).							
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		Enter numerical data for expected level of performance in this box.					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

## NEW Biology End-of-Course (EOC) Goals

	1		idents the percentage f	epresents next to the per	Contage (C.g. 7070 (	55)).	
Biology EOC Goals	Problem- Solving Process to Increase Student Achieveme nt						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

Biology Goal K:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

I Students seering in	2.1.	2.1.	2.1.	2.1.	2.1.	
L. Students scoring in upper third in Biology.	<b>-</b> <sup></sup>	<b>–</b>		<b>-</b>		
upper unit in Biology.						
Dialogy Coal L:	2012 Current	2013 Expected				
<u>Biology Goal L:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Performance:*	Performance:*				
Enter narrative for the goal in this box.						
box.						
		1				

	2.2.	2.2.	2.2.	2.2.	2.2.	
	2.3	2.3	2.3	2.3	2.3	

## NEW Writing Florida Alternate Assessment Goal

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

	M.3.	M.3.	М.З.	М.З.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	Need common planning time for math, science, ELA and other STEM teachers.	STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level team leaders -Committee Leaders	throughs	1.1 Logging number of project- based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

### **STEM Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus Project Based Learning	Grades 3 - 5	and/or PLC Leader District Trainers	(e.g. , PLC, subject, grade level, or school-wide) Grade 3 – 5 Math/Science Teachers	(e.g., Early Release) and Schedules (e.g., frequency of meetings) January	Administrative Walk-Throughs	Principal/Assistant Principal

#### End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving		
	Process to Increase Student		
	Achievement		

Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Increase student interest in career opportunities and career presentations prior to middle school. The school will increase the frequency of career presentations/activities from 70 in 2012 to 80 in 2013.		Provide field trips to local businesses.			Log of career field trips.
	1.2.	1.2.	1.2.	1.2.	1.2.
		Implement special speakers to visit and share with students about careers throughout the school year and during the Great American Teach-In.			Log of speakers.
	1.3.	1.3.	1.3.	1.3.	1.3.

## **CTE Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
······································	Subject					Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
JA BizTown workshop 5		JA Biztown	5 <sup>th</sup> Grade Teachers	October	Inservice Record	

End of CTE Goal(s)

### **Differentiated Accountability**

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

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

School Differentiated Accountability Status			
Priority	Foc	us	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.

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

This incentive goes for all academic goals, along with discipline and attendance goals.	Students will earn spirit sticks for Perfect Attendance, Good Citizen, Honor Roll, Principals' Honor Roll, and Science Fair Participation.	\$2416.70	
Final Amount Spent			