FLORIDA DEPARTMENT OF EDUCATION

Twin Lakes Elementary
School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Twin Lakes Elementary	District Name: Hillsborough
Principal: Edith Lefler	Superintendent: MaryEllen Elia
SAC Chair: Nicole Miller / Amy Murphy	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)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Edith Lefler	MA Ed. Leadership BS Elementary Ed 1-6	5	9	11/12: B 10/11: B 77% AYP Twin Lakes Elementary 09/10: B 77% AYP Twin Lakes Elementary 08/09: B 85% AYP Twin Lakes Elementary 07/08: C 79% AYP Twin Lakes Elementary
Assistant Principal	Mike Miller	B.S/Elementary Education M.Ed/Educational Leadership	1	1	11/12: B

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Melissa Emanuel	BS K-6 ESOL ESE K-12	3	4	11/12: B 10/11: B 77% AYP Twin Lakes Elementary 09/10: B 77% AYP Twin Lakes Elementary 08/09: B 85% AYP Twin Lakes Elementary
Reading	Lynn Cagney	BS Early Childhood BS 1-6 MA Elementary Ed. ESOL Gifted	2	13	11/12: B 10/11: B 77% AYP Twin Lakes Elementary 09/10: B 77% AYP Twin Lakes Elementary
Math	Tara Davies	PreK-3 Elementary K-5	4	2	11/12: B 10/11: B 77% AYP Twin Lakes Elementary 09/10: B 77% AYP Twin Lakes Elementary 08/09: B 85% AYP Twin Lakes Elementary 07/08: C 79% AYP Twin Lakes Elementary
Science	Virginia Frissell	1-6 ESOL Gifted K-3	12	8	11/12: B 10/11: B 77% AYP Twin Lakes Elementary 09/10: B 77% AYP Twin Lakes Elementary 08/09: B 85% AYP Twin Lakes Elementary 07/08: C 79% AYP Twin Lakes Elementary
Writing	Nicole Miller	BA 1-6 ESOL	10	6	11/12: B 10/11: B 77% AYP Twin Lakes Elementary 09/10: B 77% AYP Twin Lakes Elementary 08/09: B 85% AYP Twin Lakes Elementary 07/08: C 79% AYP Twin Lakes Elementary

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	
2. District Mentor Program	District Mentors	Ongoing	
3. Regular meetings of new teachers with Principal	Principal	Ongoing	
4. School Welcome Committee	Principal	August 2012	
5. Professional Learning Communities	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**
None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
67	3% (2)	19% (13)	42% (28)	36% (24)	36% (24)	100% (67)	3% (2)	3% (2)	64% (43)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Edith Lefler-Principal, Mike Miller-Assistant Principal, Magdalena Leverett-Counselor, Lynn Cagney-Reading Coach, Vanessa Malzone-Academic Intervention Specialist, Anne Copeland-ESE Specialist, Melissa Emanuel-Reading resource, Nicole Miller-Writing resource, Tara Davies-Math resource, Julia Jacobs-Psychologist, Jody Orlando-Social Work, ELL-Denise Acosta Rodriguez, Virginia Frissell-AGP teacher, Classroom teachers.
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 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)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions. ***(as outlined in our SIP)***
  - 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.***

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)***
  - ***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?***

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability- Reading Form A,B, C Math-Form 1-2 Writing Monthly demand writes Science formative/end of year KRT, COP, FLKRS-Kindergarten DRA/End of Year assessments-all levels	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Reading Form A,B, C Math-Form 1-2 Writing Monthly demand writes Science formative/end of year KRT, COP, FLKRS-Kindergarten DRA/End of Year assessments-all levels	Scantron Achievement Series Data Wall ***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. ***PLC team notes***	***Ed-Line*** ***PLC Database*** ***PLC logs***	Individual Teachers/ Team Leaders/ PLC Facilitators/***Leadership Team Member***

DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	***District Generated Database***	***Leadership Team/Specialty PSLT***

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) ***(What specific assessments are you using?)***	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	***Individual teacher data base*** ***PLC/Department data base***	***Individual Teachers/PLCs***
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	***easyCBM*** School Generated Database in Excel	Leadership Team/PLCs/***Individual Teachers***
Research-based Computer-assisted Instructional Programs	***Assessments included in computer-based programs***	***PLCs/Individual Teachers***

Describe the plan to train staff on MTSS.

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

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

Describe the plan to train staff on MTSS.

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). • Principal • Assistant Principal • Reading Coach • Reading Resource • Reading Teachers • Media Specialist • Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
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

NCLB Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Teachers at varying levels of implementation of differentiated instruction (both low and high performing students) -Teachers understanding of meaningful Independent reading.	1.1. Strategy: Strategy The purpose of this strategy is to give students the tools and skills to make reading gains. Action Steps 1 .As a Professional Development activity in their PLCs, teachers spend time sharing, researching,	1.1. Who -Principal -APEI -Reading Coach -Reading Resource -PLC facilitator How PLC logs turned into administration. Administration provides feedback.	1.1. Teacher Level Teachers will read and respond to students' Journals, hold regular student conferences, encourage participation in R.E.D and Million Words Read. TLC facilitator will share data with the Problem Solving Leadership Team. Leadership Team Level The Problem Solving Leadership	1.1. 2-3x Per Year FAIR During Grading Period Reading Journals Independent reading graphs & logs.
Reading Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 45% to	2012 Current Level of Performance:* **45%**	2013 Expected Level of Performance:* **55%**					

55%.			-Teachers having a variety of genre & level books. -ELL's at varying levels and languages -Opportunities for Staff Development due to time constraints	teaching, and modeling researched-based best-practice strategies. 2. As a Professional Development activity in their PLCs, teachers share ideas for matching students to appropriate, rigorous text. 3. Teachers bring assessment data to the PLCs for discussion. 4. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 5. Teachers plan for and provide time for independent reading with conferencing and journaling. 6. Teachers emphasize content area vocabulary development 7.Integrate reading and writing strategies within content areas 8. Implement technology	-Classroom walk-throughs observing use of appropriate materials and this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs	Team will review assessment data for positive trends at a minimum of once per nine weeks.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. Teachers at varying levels of implementation of differentiated instruction (both low and high performing students) -Teachers understanding of meaningful Independent reading. -Teachers having a variety of genre & level books.	2.1. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through increased meaningful independent reading of appropriate, rigorous texts in Reading, Language Arts, Science, Social Studies and Math. Action Steps	2.1. Who Administration Team Reading Resource Reading Coach How TLC logs and notes Walkthroughs	2.1. Teacher Level Teachers will read and respond to students' Journals, hold regular student conferences, allow sufficient time for independent reading and encourage participation in R.E.D and Million Words Read. Reflection during PLC. Data charts. PLC/Department Level PLC	2.1. 2-3x Per Year During Grading Period Reading Journals Independent reading graphs & logs.
Reading Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 16% to 25%.	2012 Current Level of Performance:* **16%**	2013 Expected Level of Performance:* **25%**					

			-ELL's at varying levels and languages -Opportunities for Staff Development due to time constraints	1. As a professional development activity, PLCs will learn more about, discuss and share information on reciprocal teaching. 2. Teachers implement reciprocal teaching strategies in their lessons. 3. As a professional development activity, PLCs use the data to reflect and discuss techniques that were successful.		facilitator will share notes & data with the Problem Solving Leadership Team. Leadership Team Level The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. Teachers at varying levels of implementation of differentiated instruction (both low and high performing students) -Teachers understanding of meaningful Independent reading. -Teachers having a variety of genre & level books. -ELL's at varying levels and languages -Opportunities for Staff Development due to time constraints	3.1. Strategy: Strategy The purpose of this strategy is to give students the tools and skills to make reading gains. Action Steps 1 .As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 2. As a Professional Development activity in their PLCs, teachers share ideas for matching students to appropriate, rigorous text. 3. Teachers bring	3.1. Who -Principal -APEI -Reading Coach -Reading Resource -PLC facilitator How PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing use of appropriate materials and this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The DI	3.1. Teacher Level Teachers will read and respond to students' Journals, hold regular student conferences, encourage participation in R.E.D and Million Words Read. TLC facilitator will share data with the Problem Solving Leadership Team. Leadership Team Level The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	3.1. 2-3x Per Year FAIR During Grading Period Reading Journals Independent reading graphs & logs.
Reading Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 64% to 70%.	2012 Current Level of Performance:* **64 Points**	2013 Expected Level of Performance:* **70 Points**					

				assessment data to the PLCs for discussion. 4. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 5. Teachers plan for and provide time for independent reading with conferencing and journaling. 6. Teachers emphasize content area vocabulary development 7.Integrate reading and writing strategies within content areas 8. Implement technology	strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs		
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. Teachers at varying levels of implementation of differentiated instruction (both low and high performing students) -Teachers understanding of meaningful Independent reading. -Appropriately utilizing common grade level planning time to analyze data (planning) and discuss	4.1. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through increased meaningful independent reading of appropriate, rigorous texts in Reading, Language Arts, Science, Social Studies and Math. <u>Action Steps</u> 1. As a professional development activity, PLCs will learn more about, discuss and share	4.1. <u>Who</u> Administration Team Reading Resource Reading Coach <u>How</u> TLC logs and notes Walkthroughs	4.1. <u>Teacher Level</u> Teachers will read and respond to students' Journals, hold regular student conferences, allow sufficient time for independent reading and encourage participation in R.E.D and Million Words Read. Reflection during PLC. Data charts. <u>PLC/Department Level</u> PLC facilitator will share notes & data with the Problem Solving Leadership Team.	4.1. 2-3x Per Year <u>During Grading Period</u> Reading Journals Independent reading graphs & logs.
<u>Reading Goal #4:</u> In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 66% to 72%	<u>2012 Current Level of Performance:*</u> **66 Points**	<u>2013 Expected Level of Performance:*</u> **72 Points**					

			differentiated instruction based on the data.	information on reciprocal teaching. 2. Teachers implement reciprocal teaching strategies in their lessons. 3. As a professional development activity, PLCs use the data to reflect and discuss techniques that were successful.		Leadership Team Level The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.		
			4.2.	4.2.	4.2.	4.2.	4.2.	
			4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%. Reading Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** Reading Goal #5A: In grades 3-5, the following	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5A.1. Teachers are at varying levels of understanding of the types of vocabulary items that complement content	5A.1. Strategy **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary acquisition will	5A.1. Who -Principal -Assistant Principal -Reading Coach	5A.1. Teacher Level PLCs will review unit assessments and chart the increase in the number of students reaching at least 80%	5A.1. 2-3x Per Year FAIR On-going Progress Monitoring Tool During Grading Period	

All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT 2.0 Reading or the percentage of non-proficient students will decrease by 10%.	White:52% Black:Y Hispanic:44% Asian:Y American Indian:N/A	White:61% Black: Hispanic:52% Asian: American Indian:N/A	instruction. -Attendance -Access to computer programs	improve through the implementation of appropriately leveled, **vocabulary development** lessons across all content areas. Action Steps 1. Intervention and Enrichment Blocks 2. As a Professional Development activity, PLCs design specific scaffolded lessons essential in creating appropriate vocabulary acquisition, referring to Reciprocal teaching/Vocabulary information presented at beginning of year PSD. 3. Teachers implement the scaffolded lessons. 4. Teachers implement the common assessments. 5. Teachers bring assessment data back to the TLCs. TLCs study students'	How -TLC logs turned into administration. Administration provides feedback. - Administrators will use the HCPS Informal Observation Pop-In Form *(EET tool - Vocabulary strategy will be added to the form under Instructional Practices.)*	mastery on units of instruction. TLC/Department Level TLCs will review evaluation data. TLC facilitator will share data with the Problem Solving Leadership Team. Leadership Team Level The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	-Vocabulary assessments (All Content Areas) -Common assessments
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. Teachers are at varying levels of understanding of the types of vocabulary items that	5B.1. **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary acquisition will	5B.1. Who -Principal -Assistant Principal -Reading Coach	5B.1. Teacher Level PLCs will review unit assessments and chart the increase in the number of	5B.1. 2-3x Per Year FAIR On-going Progress Monitoring Tool
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

In grades 3-5, 49**% of** Economically Disadvantaged <u>All Curriculum</u> students will score a Level 3 or above on the 2013 FCAT Reading	**41%**	**49%**	complement content instruction. -Attendance -Access to computer programs	improve through the implementation of appropriately leveled, **<u>vocabulary development</u>** lessons across all content areas. <u>Action Steps</u> 1. Intervention and Enrichment Blocks 2. As a Professional Development activity, PLCs design specific scaffolded lessons essential in creating appropriate vocabulary acquisition, referring to Reciprocal teaching/Vocabulary information presented at beginning of year PSD. 3. Teachers implement the scaffolded lessons. 4. Teachers implement the common assessments. 5. Teachers bring assessment data back to the TLCs. TLCs study students'	<u>How</u> -TLC logs turned into administration. Administration provides feedback. - Administrators will use the HCPS Informal Observation Pop-In Form *(EET tool - Vocabulary strategy will be added to the form under Instructional Practices.)*	students reaching at least 80% mastery on units of instruction. <u>TLC/Department Level</u> TLCs will review evaluation data. TLC facilitator will share data with the Problem Solving Leadership Team. <u>Leadership Team Level</u> The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	<u>During Grading Period</u> -Vocabulary assessments (All Content Areas) -Common assessments
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.							
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1. Collecting data with fidelity -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Lack of understanding of the IEP and instructional accommodations	5D.1. Strategy SWDs reading comprehension will improve by **connecting individual needs to instruction as outlined in the IEP**. Action Steps 1. General ed. and/or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. TLC teachers instruct students implementing IEP strategies and accommodations. 5. Based on the data, teachers decide what skills need to re-taught to targeted	5D.1. Who Principal, Assistance Principal ESE Specialist How - ESE Specialist/PSLT will identify and/or create a fidelity monitoring tool designed to check implementation of this specific strategy. Monitoring data will be reviewed every nine weeks.	5D.1. Teacher Level TLCs will review unit assessments and chart the increase in the number of SWD students reaching at least 80% mastery on units of instruction. TLC facilitator will share data with the Problem Solving Leadership Team. Leadership Team Level The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks	5D.1. 2-3x Per Year - FAIR On-going Progress Monitoring in comprehension During Grading Period - Unit assessments for SWD students - Nine weeks grades for SWD students
Reading Goal #5D: In grades 3-5, 37**%** of **SWD** All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading Test	2012 Current Level of Performance:* **17%**	2013 Expected Level of Performance:* **37%**				

				students using DI techniques. 6. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 7. TLCs record their work in logs.			
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	K-5	Manteiga, Emanuel	Classroom teachers K-5	Pre-planning; on-going	PLC meetings/notes	Administration
Common Core Introduction	K-5	Davies, Cagney, Emanuel	Classroom teachers K-5	Pre-planning; on-going	PLC meetings/notes	Administration
Applying the CCSS	K-1	District	Classroom teachers K-1	August-December 2012	PLC meetings/notes	Administration
CCSS Deepening the Understanding of the ELA Content	K-1	District	Classroom teachers K-1	August-December 2012	PLC meetings/notes	Administration

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Lack of understanding of how to implement the core curriculum. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - Go Math Series, possible confusion about how to implement all of the resources to best meet student needs. -Lack of content knowledge of students from prior grade level instruction.	1.1. Strategy: **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Strongest focus should be on the core curriculum instruction based on NGSSS benchmarks at all grade levels. Action Steps: 1.) PLCs write goals based on each nine weeks of material. 2.) Math Contact teacher will attend District Math contact meetings and share information with whole group PLC. 3.) Use of the math department's "math concept planning" tool and strategy for in depth planning including engaging, core instruction, grouping, higher order thinking questions, journal topics and evidence of learning pieces. 4.) Vertical team meetings to discuss gaps in instruction and student learning from grade level to the next grade	1.1. Leadership team How -Monthly meetings with PLST to review evaluation tools. -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration. PSLT will review the calendars/logs and make progress statements at the end of each nine weeks.	1.1. Teacher & PLC Level PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. Leadership Team Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. Using assessment data, plan, reinforce and provide enrichment and remediation lessons/activities. (2x monthly)	1.1. 2-3x Per Year Common Assessment Data PLC Common Assessments generated from Math Adopted Materials. District generated tests on core curriculum Achievement Series generated tests on core curriculum -District Baseline, Mid-Year, and End of Year Testing. **During Nine Weeks** - District and Go Math Formative Assessments -FASTT math assessments (monthly)
Mathematics Goal #1: Mathematics Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT 2.0 Math will increase from 42% to 65%.	2012 Current Level of Performance:* **42%**	2013 Expected Level of Performance:* **46%**					

				level. 5.) Continuous studies and training in the Go Math materials at all grade levels. 6.) Math resource teacher will cover classes so teachers can observe lessons taking place in other grade level classrooms.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. Teachers lack in using higher order questioning to promote thinking. -The ratio of guided practice as compared to independent student work time in the math block needs to decrease. -Lack of using differentiated instruction and small grouping to challenge and excel gifted and talented students.	2.1. **Higher Level Questioning** in Mathematics, Reading, Language Arts, Science, and Social Studies. As a result, there will be increased use of higher-level questions versus lower level questions for both teachers and students. Action Steps. 1. Discussion and planning of what higher ordered questions will be used in the core group lesson. 2. Discussion and planning of specific independent and small group work will be used for students at the enrichment level. 3. Use of the math department's "math concept planning" tool in planning to ensure focus on the above topic areas of instruction.	2.1. Who Teachers Math Coach Principal AP How -HCPS Informal Observation Pop-In Form - Regular planning sessions with grade level teams	2.1. Teacher Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. PLC/Department Level & Leadership level Data from review of unit assessments will be analyzed at PLC meetings.	2.1. Common Assessment Data PLC Common Assessments generated from Math Adopted Materials. District generated tests on core curriculum Achievement Series generated tests on core curriculum During Grading Period Common assessments with the grade levels such as: - Chapter tests -Benchmark mini assessments -student work - Anecdotal records maintained by classroom teacher
Mathematics Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 2.0 FCAT Math will increase from 12% to 20%.	2012 Current Level of Performance:* **12%**	2013 Expected Level of Performance:* **20%**					

				4. Working in conjunction with the math resource teacher in planning, modeling and coaching lessons involving the above topic areas of instruction. 5. Working in conjunction with the AGP teacher in planning, modeling and coaching lessons involving the above topic areas of instruction. 6. Accessing the math department's online database for project ideas for the enrichment of the gifted and talented math students.			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). -Lack of content knowledge of students from prior grade level instruction. -Students lacking instruction of the core curriculum at their present grade level while being taught content from prior	3.1. Tier 1 –Main focus of instruction should remain the on grade level core curriculum. Tier 2 – Students in the lowest quartile are most likely below grade level in math instruction and will be in need of small group intervention and remediation during the math block. Action Steps 1. The math resource will identify the students who are identified as the lowest 25%. 2. In PLC and grade level planning emphasis will be made on planning appropriate intervention and	3.1. Who Teachers Math Coach Principal AP How -HCPS Informal Observation Pop-In Form - Regular planning sessions with grade level teams	3.1. Teacher Level PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC/Department & Leadership Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	3.1. Common Assessment Data PLC Common Assessments generated from Math Adopted Materials. District generated tests on core curriculum Achievement Series generated tests on core curriculum During Grading Period Common assessments with the grade levels such as: - Chapter tests -Benchmark mini assessments -student work - Anecdotal records maintained by classroom
Mathematics Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT 2.0 Math will increase from 64% to 70%.	2012 Current Level of Performance:* **64 Points**	2013 Expected Level of Performance:* **70 Points**					

			grades as remediation. -Identification of the student population considered as the lowest quartile.	remediation small groupings and individual work along with adequate coverage of the core curriculum in a whole group environment. 3. Through the analysis of the Show What You Know pre-assessments, students will be placed in small groups for use with the Go Math intervention pieces for every chapter. 4. Teacher can utilize the math resource as a scheduled small group facilitator during the math block.			teacher
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). Lack of content knowledge of students from prior grade level instruction. Students lacking instruction of the core curriculum at their present grade level	4.1. Tier 1 –Main focus of instruction should remain the on grade level core curriculum. Tier 2 – Students in the lowest quartile are most likely below grade level in math instruction and will be in need of small group intervention and remediation during the math block. Action Steps 1. The math resource will identify the students who are identified as the lowest 25%. 2. In PLC and grade level planning emphasis will be	4.1. Who Teachers Math Coach Principal AP How -HCPS Informal Observation Pop-In Form - Regular planning sessions with grade level teams	4.1. Teacher Level PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC/Department & Leadership Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	4.1. Common Assessment Data PLC Common Assessments generated from Math Adopted Materials. District generated tests on core curriculum Achievement Series generated tests on core curriculum During Grading Period Common assessments with the grade levels such as: - Chapter tests -Benchmark mini assessments -student work
Mathematics Goal #4: In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Math will increase from 66% to 70%.	2012 Current Level of Performance:* **66 Points**	2013 Expected Level of Performance:* **70 Points**					

			while being taught content from prior grades as remediation. -Identification of the student population considered as the lowest quartile.	made on planning appropriate intervention and remediation small groupings and individual work along with adequate coverage of the core curriculum in a whole group environment. 3. Through the analysis of the Show What You Know pre-assessments, students will be placed in small groups for use with the Go Math intervention pieces for every chapter. 4. Teacher can utilize the math resource as a scheduled small group facilitator during the math block.			- Anecdotal records maintained by classroom teacher
	4.2. 4.3		4.2. 4.3.	4.2. 4.3.	4.2. 4.3.	4.2. 4.3.	4.2. 4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** / **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Math Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. Lack of sufficient bi-lingual aides to assist LY	5A.1. Based on the data gathered during the year, PLCs meet to	5A.1. <u>Who</u> - Principal	5A.1. <u>Teacher Level</u> Discussion of data and outcome	5A.1. Common Assessment Data PLC Common Assessments

Mathematics Goal #5A: In grades 3-5, the following All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT 2.0 Math or the percentage of non-proficient students will decrease by 10%. .	2012 Current Level of Performance:* White: 48% Black:25% Hispanic:39% Asian:N/A American Indian:N/A	2013 Expected Level of Performance:* White:56% Black:33% Hispanic:49% Asian:N/A American Indian:N/A	students in the understanding of the daily lessons within the mathematics block.	decide which skills need to be re-taught through the core curriculum and which skills need to re-taught or maintained through the instructional Calendar. Action Steps: 1. Identify students in lowest quartile and/or Level 1 on 2012 FCAT Math 2. Schedule students into appropriate intensive math groupings regularly.	-Assistant Principal - Guidance Counselors - Math Teachers -Math Coach How Progress monitoring session with all stakeholders to ensure student growth during each of the 9-week grading periods. Interventions are initiated for those students not achieving mastery on the necessary content	of lesson planning recorded on PLC logs. Discussion shared at Grade Level PLC Meetings. Data chats at PLCS meetings PLC/Department & Leadership Level Discussion of data and outcome of lesson planning recorded on PLC logs. Discussion shared at Grade Level PLC Meetings.	generated from Math Adopted Materials. District generated tests on core curriculum Achievement Series generated tests on core curriculum. During Grading Period Chapter Test Benchmark Mini Assessments
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5B: In grades 3-5, 48% of all curriculum Economically Disadvantaged students will score a Level 3 or above on the 2013 2.0 FCAT Math or the percentage of non-proficient students will decrease by 10%.	2012 Current Level of Performance:* **39%**	2013 Expected Level of Performance:* **48%**	5B.1. - Students not receiving academic support outside of math classroom instruction. - Students lack pre-requisite skills necessary for their grade level.	5B.1. Based on the data gathered during the year, PLCs meet to decide which skills need to be re-taught through the core curriculum and which skills need to re-taught or maintained through the instructional Calendar. Action Steps: 1. Identify students in lowest quartile and/or Level 1 on 2012 FCAT Math 2. Schedule students into appropriate intensive math grouping.	5B.1. - Principal -Assistant Principal - Guidance Counselors - Math Teachers -Math Coach How Progress monitoring session with all stakeholders to ensure student growth during each of the 9-week grading periods. Interventions are initiated for those students not achieving mastery on the necessary content	5B.1. Teacher Level Discussion of data and outcome of lesson planning recorded on PLC logs. Discussion shared at Grade Level PLC Meetings. Data chats at PLCs PLC/Department Level Discussion of data and outcome of lesson planning recorded on PLC logs. Discussion shared at Grade Level PLC Meetings.	5B.1. Common Assessment Data PLC Common Assessments generated from Math Adopted Materials. District generated tests on core curriculum Achievement Series generated tests on core curriculum. During Grading Period Chapter Test Benchmark Mini Assessments

			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. -ELLs at varying levels of English language acquisition and acculturation is not consistent across math teachers. -ELL students not grouping appropriately according to their English Language acquisition level. -Not enough ELL aides to services all LY students full time.	5C.1. Plan supplemental and intensive intervention for students not responding to core curriculum instruction and reinforcement lessons. Interventions will be matched to individual needs, be researched based, and provided in addition to the core instruction. Action Steps: Math teachers plan math groups and tasks based on the students' level of language acquisition and current mathematics achievement level.	5C.1 Who Principal Assistant Principal Math Coach PLC Facilitator Teachers ELL Resource Teacher How -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form. PLC Administration reviews PLC logs for discussion of interventions -Regular planning sessions with Math Coach to ensure that reinforcement lessons are appropriate to ELL students needs.	5C.1. Teacher Level Discussion of data and outcome of lesson planning recorded in PLC notes. Discussion shared at Grade Level and house PLC Meetings. PLC/Department & Leadership Level Discussion of data and outcome of lesson planning recorded in PLC notes. Discussion shared at Grade Level and house PLC Meetings.	5C.1. Common Assessment Data PLC Common Assessments generated from Math Adopted Materials. District generated tests on core curriculum Achievement Series generated tests on core curriculum.
Mathematics Goal #5C: In grades 3-5, **49%** of All Curriculum ELL students will score a Level 3 or above on the 2013 FCAT 2.0 Math Test or the percentage of non-proficient students will decrease by 10% in 2013.	2012 Current Level of Performance:* **41%**	2013 Expected Level of Performance:* **49%**					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.		5D.1. -Understanding data and the students' disability to make instructional decisions. -For general education teachers, understanding the IEP and instructional accommodations for the SWD students within the classroom.	5D.1. Plan supplemental and intensive intervention for students not responding to core curriculum instruction and reinforcement lessons. Interventions will be matched to individual needs, be researched based, and provided in addition to the core instruction. SWDs math skills will improve by connecting individual needs to instruction as outlined in the IEP. <u>Action Steps:</u> 1. Math General ED and/or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the Math General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented. 3. As a Professional Development activity in their PLCs, teachers	5D.1 <u>Who</u> Principal Assistant Principal Math Coach PLC Facilitator Teachers <u>How</u> -IEP Progress Reports reviewed by assistant principal. .	5D.1. <u>Teacher Level</u> PLCs will review unit assessments and chart the increase in the number of SWD students reaching at least 70% mastery on units of instruction. PLC's will review assessment data for positive trends at a minimum of once per nine weeks.	5D.1. <u>2-3x Per Year</u> Common Assessment Data PLC Common Assessments generated from Math Adopted Materials. District generated tests on core curriculum Achievement Series generated tests on core curriculum <u>During Grading Period</u> Common assessments with the grade levels such as: - Chapter tests -Benchmark mini assessments -student work
<u>Mathematics Goal #5D:</u> In grades 3-5, 43% of All Curriculum Students With Disabilities will score a Level 3 or above on the 2013 FCAT 2.0 Math Test, or the percentage of non-proficient students will decrease by 10% in 2013.	<u>2012 Current Level of Performance:*</u> **22%**	<u>2013 Expected Level of Performance:*</u> **43%**				

				discussing implementation of IEP strategies and modifications. 4. PLC teachers instruct students implementing IEP strategies and accommodations. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Based on the data, teachers discuss techniques that were effective for SWD students. 7. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).			
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Introduction	K-5	Davies, Cagney, Emanuel	School-wide faculty	May 2012	Attendance to training/meeting & post test	Administration
Common Core CCSSM: Deepening	K-1	Math district trainers	All Kindergarten & 1st grade teachers required	August-October 2012	Teachers in-service records	Math Department and Site administrators

Math content area technology open session	K-5	Davies & Williams	School wide open session	October/November 2012	Technology Resource & Math Coach	Administration

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Teachers are at varying levels of implementation of differentiated instructional strategies, familiarity of science curriculum and new technology with National Geographic on-line components. Not all teachers are able to attend science trainings. Students have limited experiences and background knowledge in science learning. Vocabulary is challenging for our high percentage of ELL students and students who have limited schema.	1.1. The purpose of this strategy is to strengthen the core curriculum by utilizing on-line components for National Geographic to reinforce science content. Teachers will continue to implement the five day vocabulary plan to increase vocabulary acquisition by using interactive science word walls and using science notebooks to show evidence of vocabulary development in science vocabulary usage and content mastery. Teachers will continue to utilize reciprocal teaching strategies to improve reading comprehension and understanding of rigorous text complexity by using non-fiction texts in science. Teachers will provide hands on lessons so students can participate in minds on inquiry lessons to increase science mastery of benchmarks. Teachers who attend science trainings will share information in grade level PLCs and TLCs to increase teacher expertise and assist in planning rigorous science lessons.	1.1. Teacher-teacher made assessments, end of chapter tests, teacher observations, checklists for process skills development, science notebook checks with probes for higher order thinking questions Science resource coach-classroom walkthroughs, discussions in PLCs, participation in school and district events, data chats, postings of formative data in PLC PLCs-teacher discussion and analysis of data posted in PLC notes PSLT-discussion of trends Administrators-notes in PLCs logs, classroom walkthroughs, discussions in resource meetings, data chats	1.1. Teachers will review assessment data and chart students reaching 80% mastery on units of instruction to celebrate successes as well as note which students and benchmarks need reteaching. PLC facilitator will share data with PSLT for trends. Science resource teacher will attend PLC meetings in district for data chats and share with site based PLCs. Science resource teacher will post emails about upcoming trainings and keep a record of teachers attending trainings to assist a schedule of sharing information in PLCs.	1.1. Student notebook rubrics National Geographic student activity self-reflections National Geographic inquiry rubrics Student data chats 1.1.
Science Goal #1: 40% of all fifth grade students scored proficient 2011-12. This school year, 46% of all fifth graders are expected to perform at a level 3 or higher in science.	2012 Current Level of Performance:* **40%**	2013 Expected Level of Performance:* **46%**					

		1.2. Fluid groups are a challenge to plan for during rti for optimum success. Teachers are at varying levels of implementation of DI strategies and familiarity of science curriculum. Vocabulary, complex text and language supports are challenges for students. Students lack active thinking skills and following directions to work independently during rti for individual accountability and success. Interrupted schedules take away from time on task for rti.	1.2. Teachers will use commonly missed items to review questioning strategies with students during rti time to revisit science questions. Science teachers will model active thinking strategies and provide folders for practice with FCAT 2.0 type questions for review. Science resource teacher will have small rti groups in 5th grade to support students in need of reinforcement. Teachers bring assessment data back to PLCs for discussion. Teachers will plan effective lessons for rti support during the 30minutes of reading daily to improve comprehension of non-fiction complex text to support science content for review.	1.2. Teachers-time for rti small groups, complex text supports for science review, modeling active thinking strategies Science resource coach-provide active thinking questions from commonly missed items taken from formative test 1, meet with students in each 5th grade class for support once per week, bring assessment data to PLC, help with planning PSLT-share data and trends Administrators-read PLC notes, meet with resource teacher weekly for updates on student data, classroom walkthrough for rti small groups	1.2. Analyze student active thinking logs for misconceptions, commonly missed vocabulary terms that challenge student mastery and assess student learning of the concept reviewed. Mark students who mastered skills and celebrate students with 80% mastery while reteaching skills in rti groups again when needed. Log for rti time. Future lanyard competition questions by class	1.2 Student self-reflection on thinking log Student certificates for mastery Student log for rti reinforcement. Student test results Student data notebook information
		1.3. Teachers will continue to use inquiry Mondays to provide long term investigations throughout the school year so students can collect data and work like real scientists. Students will participate in LTIs by attending science club before school and communicate like scientists by sharing their data log with classmates. Teachers will provide tools of science on Inquiry Mondays so students can practice science process skills in the NOS benchmarks. In all grades, K-5 teachers will model and support students in the use of scientific method for STEM	1.3 Teachers-inquiry based lessons, LTIs, STEM fair projects, science club, science calendar, evidence of student work in nature notebooks Science resource coach-model lessons using data tools, support student topic selection, schedule class labs for student support, provide folders for DATA LOGs for all grade levels, science club LTIs for K-5 students, coordinate school STEM Fair, coordinate student participants in Regional STEM Fair, provide support for teachers by copying process skill lessons PLCs-discussion and support for materials needed for LTIs and STEM Fair Administrators-class	1.3. Teachers will incorporate science literature and informational texts to help students make connections for inquiry based lessons in science to check for increase in student motivation. Data from fifth grade self assessment on STEM fair will be analyzed for success and motivation on STEM fair projects. Number of student projects for STEM Fair will be used to show successful participation and mastery on NOS benchmarks. NOS benchmarks will	1.3. Teachers will incorporate science literature and informational texts to help students make connections for inquiry based lessons in science to check for increase in student motivation. Data from fifth grade self assessment on STEM fair will be analyzed for success and motivation on STEM fair projects. Number of student projects for STEM Fair will be used to show successful participation and mastery on NOS benchmarks. NOS benchmarks will show an increase of mastery on the FCAT science test for 5th graders. NOS benchmarks will show mastery on EOY tests for K-4	1.3. Student STEM Fair rubric Student nature logs from science club Student self-reflection surveys Lists of students who participate in LTIs Student DATA LOGS for STEM fair Student data chats on data notebook information Student wonderings in science notebook for yearlong topics to explore independently

		Fair projects and use inquiry Mondays to complete projects.	walkthrough for LTIs, funding for DATA logs, Calendar scheduling for family night celebration for STEM Fair, registration for STEM Fair and attendance at district community event	show an increase of mastery on the FCAT science test for 5th graders. NOS benchmarks will show mastery on EOY tests for K-4 students.	students.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1. Limited student schema High percentage of ELL students Unmotivated students to work beyond core Limited time for rigorous independent research time Small number of core plus students	2.1. Teachers will identify students who need to be challenged by using assessment data for each benchmark or pre-test survey questions. Science resource teacher will model Independent Investigative Method of research for the core plus group in 5th grade for first marking period to get students started. Teachers will allow time during rti so small groups of students can research topics to elaborate upon from their wonderings in their science notebooks. Students will work independently to complete presentations or products from their research.	2.1. Teachers-test data, student stamina beyond core instruction, time on task for independent research with complex texts and technologies Teachers will provide elaborate phase 5 Es activities for core plus students who need to be challenged during science time when appropriate to deepen lesson benchmarks studied in class. Resource science teacher will plan weekly with 5th grade to support core plus supplemental activities. Resource science teacher-check on student IIM folders for successful project completion	2.1. Students who work on core plus lessons will continue to master benchmarks with 80% or higher mastery. Students will spend more time on task to develop independent working skills on topics of their choosing. Students will be motivated to think beyond the lessons by creating projects or presentations and share them with authentic audiences to deepen their own understanding.	2.1. Student IIM logs Student rubrics for products and presentations Student data notebook information Student news articles on school science website
Science Goal #2: 13% of all fifth grade students were above proficiency in science. 17% of fifth grade students are expected to achieve above proficiency in science.	2012 Current Level of Performance:* **13%**	2013Expected Level of Performance:* **17%**				
		2.2. Limited time for core plus and service learning projects during class time Limited numbers of digital tools and new technologies	2.2. Teachers will provide digital data tools for student use to collect data for STEM fair and other science LTIs. Science resource teacher will model and support students so they can use new technologies. Science resource teacher will	2.2. Teachers-STEM fair projects, data logs, student ownership of LTIs and follow through Science resource teacher-list of digital tools and new technologies students use, project completion using tools,	2.2. Sophisticated STEM fair projects with DATA LOGS and RESEARCH for families and community will show real world connections and independent completion. Student celebration of service project at community picnic and science learning for outdoor	2.2. Student rubric for STEM fair project and research Student self-reflection for service learning Student news articles or storytelling projects for science websites

		Limited time for creating products for digital storytelling	support student service learning project in the outdoor classroom with students engineering and working alongside community members. AGP teacher will facilitate groups using technology to use storytelling software to support science understandings.	outdoor classroom project completion with service learning log AGP teacher-storytelling software introduction for presentations by students	classroom field studies and tours led by students. Students will share storytelling projects with authentic audiences	Reflection on using new digital storytelling technologies
		2.3 Limited time for students to work on WEDO lessons Scheduling conflicts to pull core plus students together for lessons	2.3 Teachers will provide time for core plus students to participate in WEDO lessons to connect with science benchmarks. Science resource teacher will conduct WEDO lessons with students who have been identified as core plus to increase the use of scientific problem solving skills and support students in STEM initiatives with design challenges using programming and engineering skills. Karen Manteiga and Virginia Frissell will continue to attend robotics PLC once per month to learn new lessons using WEDO Lego products and programming.	2.3 Teachers-test data, WEDO notebooks, log of class time Science resource teacher-schedule for WEDO lessons, test data for core plus student log, PLC ranking of students, WEDO lessons and follow up in student notebooks, District science supervisor-log of attendance at robotics PLC and follow up with student notebooks	2.3 Student completion of WEDO lessons in STEM notebooks will show successful engineering designs. Student test data will continue to show 80% or higher mastery of science benchmarks connected to WEDO lessons. Student motivation to learn beyond the core will continue to grow and will be evident in attendance in WEDO and NXT lessons later in the year. At least one teacher will be present at every meeting and it will be evident in the PDS coursework log.	2.3 Student attendance in WEDO classes Student notebook entries Student news articles for robotics page on website Student self-reflections about using WEDO and NXT

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Monday/STEM	K-5	Kevin Moon	Science resource teacher, 5th grade teacher	June 25, 2012	Implement STEM and inquiry Monday lessons	Science resource teacher
AGP Cool Data Tools	3-5 AGP	Diana Favata	Academic Gifted Teacher	July 25, 2012	Implement lessons from Data Tools	AGP teacher
Mastering Fifth Grade Physical Science Content	5th science	Kevin Moon	Science resource teacher	July 16, 2012	Implement lessons and share with 5th grade	Science resource teacher
Long Term Investigation	k-5	District	Science resource teacher	June 26, 2012	Implement LTIs	Science resource teacher
Purposeful planning	k-5	district	Science resource teacher	June 27, 2012	Implement planning tools	Science resource teacher
Science Mysteries	k-5	Freda Almon	Science Resource Teacher	July 12, 2012	Implement strategies for physical science	Science resource teacher
Out of box	k-5	Virginia Frissell	District teachers	July 9 to 12	Train Outdoor classroom strategies	Science resource teacher
Mastering 4th physical science	4th	Megan Hogan	Science resource teacher	July 17, 2012	Implement 4th standards and share with team	Science resource teacher
2nd Grade Physical Science	2nd	Virginia Frissell	District teachers	July 18-20	Train district teachers	Science resource teacher
Digital storytelling	AGP	Christy Rey	Virginia Frissell	July 30, 2012	Support AGP students	AGP teacher
Renzulli collaborative groups	AGP	Christy Rey	Virginia Frissell	July 31, 2012	Project wizard maker	AGP teacher
Science Resource PLC	K-5	Shana Tirado	Virginia Frissell	August 6-9	District Best Practices	Science resource teacher
Robotics PLC	5th	Michele Wiehagen	Virginia Frissell Karen Manteiga	Sep 5, 2012	Implement WEDO lessons	Robotics coach
Long term investigations	k-5	Virginia Frissell		November 29, 2012		Science resource teacher
Physical Science	K-5	district	Tamie Stephens Robin Stewart	September 29, 2012	Implement physical science benchmarks	Science resource teacher

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. • Large class sizes • Lack of parent support • Language barriers • Attendance • Handwriting • Usage and understanding of new rubric • Lack of interest by students • Stamina • Background knowledge • Conventional English	1.1. Strategy **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include **PLC instructional menus, implementation of writer's workshop focused on the use of craft to help elaborate, Differentiated Instruction and effective holistic scoring methods.** 1. As a Professional Development activity, teachers will attend district level trainings and attend online MOODLE courses-specifically the new FCAT 2.0 Writing Rubric Training. 2. As a Professional Development activity, after the teachers participate in the rubric courses they will practice scoring within PLCs. 3. As a Professional Development activity, 3rd and 4th grade teachers will meet to discuss student pieces, strengths, weaknesses, and lesson ideas 4. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine	1.1. Who Principal Assistant Principal Resource teacher Classroom teachers How Monitored - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing this strategy. - Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -HCPS Informal Observation Pop-In Form (EET tool). -Administrator Writers' Workshop walk-through checklist for HCPS. -Progress monitoring data First Grading Check Second Grading Check Third Grading Check	1.1. Teacher Level - Teachers will bring data and identified trends to PLCs PLC/Department Level PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional menu to provide differentiated instruction as appropriate. PLCs - Review of monthly demand writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt. PLCs will participate in rubric calibration sessions to identify teacher barriers impeding effective holistic scoring. PLC will backwards plan by establishing criteria for achievement, and focus on the teacher behaviors that are positively affect the student behaviors. Leadership Team Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1. 2-3x Per Year Teacher Evaluation Data During Grading Period Student monthly demand writes, student daily drafts, conferencing notes
Writing/LA Goal #1: In grade 4, the percentage of AYP Standard Curriculum (SC) students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 75% to 85 %.	2012 Current Level of Performance:* **75%**	2013 Expected Level of Performance:* **85%**					

				weeks, 50% of the students will score 4.0 or above on the monthly formative writing prompt.) 5. As a Professional Development activity PLC discussions draw teachers to a consensus regarding student trends and needs. Teachers will use those trends to determine the lesson focus for the upcoming month. 6. Teachers will implement the Revised STAR writing conferencing. 7. Teachers will pull small groups to focus on a specific skill. 8. Students will be provided with an English Heritage Dictionary to help with the translation of vocabulary 9. Students and teachers will implement a class word wall as well as a personal word wall, anchor charts, and weekly dictation. 10. Implementation of the Big 5.		*1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Open-ended conferencing questions	K-5 Writing	Teacher Team Leader	PLC-grade level and vertical teams	Weekly in PLC's	Peer observations, PLC review of conferencing notes, Post-conference	Teacher, Team Members, Writing Resource, APEI

		Writing Resource			revised student pieces Walk-throughs targeted to monitor open-ended conferencing questions	
Even elaboration, sentence variety, and word choice to reach 5 & 6 on state rubric	3-5 Writing	APEI Writing Resource	PLC-grade level and vertical teams	Weekly in PLC's	Peer lesson reviews, Student writing connected to lessons used, one-on-one conferences, Post-conference revised student pieces Walk-throughs targeted to monitor elaboration, sentence variety and word choice	Teacher, Team Members, Writing Resource, APEI
Writers' Workshop	K-5	PLC Facilitators	Grade level PLCs	Weekly PLCs	Administrative walk-through to monitor Writers' Workshop implementation	Administration Team
MOODLE- FCAT 2.0 Rubric	K-5	Online course	Language Arts teachers	Complete the course by end of October in the 2012-2013 school year	Reports from Professional Development/Monthly student writing reviews	Administration Team
Use of Elaboration	K-5	PLC Facilitators	Language Arts teachers	Weekly PLCs	Administrative walk-through to monitor use of Craft for Elaboration and students' writing samples	Administration Team
STAR Interviews	K-5	PLC Facilitators	Language Arts teachers	September, 2011	STAR and SMILE Interview documents, student writing samples	Administration Team Writing Resource

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance			1.1. Most students with significant unexcused absences (10 or more) have serious social personal family issues that impact attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1. The PSLT along with other appropriate staff will meet monthly to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives students in need of support beyond school wide attendance initiatives	1.1. Guidance will run Attendance/Tardy meetings every 20 days with appropriate reports Guidance will maintain data base. Social Worker Guidance Counselor	1.1. Administration Team and subset of PSLT will examine data monthly	1.1. Attendance Report Tardy Report Attendance Plan
Attendance Goal #1: The attendance rate will increase from 93.4% in 2011-2012 to 94% in 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	93.4%	**95%**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	108	**88**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	206	**166**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior. Teachers need tools to use to improve behaviors in class.	1.1 Tier 1: Our Managing and motivating team met and revised the Core values for Twin Lakes. We will be addressing school-wide expectations and rules, set through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1 PSLT "behavior" subgroup	1.1 PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1 Crystal Report ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1: Enter narrative for the goal in this box.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	11	**10**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	10	**9**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	21	**18**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	12	**10**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Little Girls Can Be Mean	K-5	Lefler	Several Teachers throughout grade levels	Summer 2012	Implement Student groups in 4th and 5th grade	Principal

End of Suspension Goals

Parent Involvement Goal(s)

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

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

					effectiveness of strategy?	
2. Parent Involvement Parent Involvement Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Health and Fitness Goal			1.1.	1.1 Elementary students will engage in 150 minutes of physical education per week in grades K through 5..1.	1.1. Principal APEI	1.1. H.E.A.R.T. team notes/agendas	1.1 Classroom teachers document I their lesson plans the ninety (90) minutes of "Teacher Directed" Physical education that students have per week. This is also reflected in the master schedule. Physical Education teachers' schedule reflect the remaining sixty (60) minutes of Elementary Phys. Ed.
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 29% on the Pretest to 39% on the Posttest.	2012 Current Level :* **29%**	2013 Expected Level :* **39%**	1.2.	1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	1.2. H.E.A.R.T. team.	1.2 Lesson Plans of Physical Education Teacher	1.2. PACER Test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	1.3. Use of playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones in the 150 Minutes of Elem. Physical Education folder on IDEAS.	1.3. Physical Education Teacher	1.3. Classroom walk-throughs.	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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Continuous Improvement Goal(s)

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

Additional Goal(s)			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal			1.1. - Varying Teaching Styles - Resistance to new approach to teaching content areas - Lack of Training	1.1. Key staff will provide training on key strategies identified in each content area Every Day, Every Child. Resource teachers will provide teachers with resources and model for teachers. Leadership team will provide further support by helping grade levels implement indentified strategies.	1.1. Who Principal, AP and Resource Teachers How - Administration will review PLCs logs, Conduct walk-through and provide feedback.	1.1. Administration will examine feedback from all PLCs and walkthroughs determine next steps in supporting teachers.	1.1. PLC Facilitators will provide feedback to team members on progress of studentst.
Continuous Improvement Goal #1: The teachers that I work with use research-based instructional strategies, innovations, and activities to meet the needs of all students. (under Teaching and Learning)" will increase from 39% in 2012 to 50% in 2013.	2012 Current Level :* **39%**	2013 Expected Level :* **50%**					

			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Every Day, Every Child	K-5	Administration & Resource	All teachers	Preplanning and Several Faculty Meetings	Walk through	Administration and Resource

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1. Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with the use of ESOL strategies To address this barrier, the school will schedule professional development delivered by the school's ERT. 5C.4 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work for ELL students. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content and district assessments across** Reading, LA, Math, Science, and Social Studies: • Extended time (lesson and assessments) • Small group testing • Para support (lesson and assessments) • Use of heritage language dictionary (lesson and assessments)	1.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the CRISS walkthrough form	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 49% to 56%.	2012 Current Percent of Students Proficient in Listening/Speaking: **49%**					

		strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units using A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and				

		Differentiated instruction binders.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1. Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level. Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual	2.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional	2.1. 5C.2. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the CRISS walkthrough form	2.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level	2.1. -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 29% to 40%.	2012 Current Percent of Students Proficient in Reading : **29%**					

		paraprofessional. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.	development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.		-PLC facilitator/ Subject 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)	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing.		2.1. Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level. Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.	2.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content and district assessments across** Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments)	2.1. Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting	2.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher	2.1. - FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 28% to 40%.	2012 Current Percent of Students Proficient in Writing : **28%**					

		-Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

<table>
<tr><th>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:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Fidelity Check
Who and how will the fidelity be monitored?</th><th>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</th><th>Student Evaluation Tool</th></tr>
<tr><td colspan="3">F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</td><td>F.1.</td><td>F.1.</td><td>F.1.</td><td>F.1.</td><td>F.1.</td></tr>
<tr><td>Mathematics Goal F:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td colspan="4" rowspan="3"></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>F.2.</td><td>F.2.</td><td>F.2.</td><td>F.2.</td><td>F.2.</td></tr>
<tr><td>F.3.</td><td>F.3.</td><td>F.3.</td><td>F.3.</td><td>F.3.</td></tr>
<tr><td colspan="3">G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</td><td>G.1.</td><td>G.1.</td><td>G.1.</td><td>G.1.</td><td>G.1.</td></tr>
<tr><td>Mathematics Goal G:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td colspan="4" rowspan="3"></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>G.2.</td><td>G.2.</td><td>G.2.</td><td>G.2.</td><td>G.2.</td></tr>
<tr><td>G.3.</td><td>G.3.</td><td>G.3.</td><td>G.3.</td><td>G.3.</td></tr>
</table>

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: All students in K-5 will participate in STEM initiatives in 2012-13 with 100% participation.	1.1. Not all teachers attended training for STEM Students have limited access to technology tools outside of the classroom. Teachers are at varying levels of implementation with STEM fair projects Students have limited experiences in inquiry thinking.	1.1 Teachers will continue to use inquiry Mondays to provide long term investigations throughout the school year so students can collect data and work like real scientists. Teachers will provide tools of science on Inquiry Mondays so students can practice science process skills in the NOS benchmarks. In all grades, K-5 teachers will model and support students in the use of scientific method for STEM Fair projects and use inquiry Mondays to complete projects.	1.1. Teachers-inquiry based lessons, LTIs, STEM fair projects Science resource coach-model lessons using data tools, support student topic selection, schedule class labs for student support, provide folders for DATA LOGs for all grade levels, science club LTIs for K-5 students, coordinate school STEM Fair, coordinate student participants in Regional STEM Fair, provide support for teachers by copying process skill lessons PLCs-discussion and support for materials needed for LTIs and STEM Fair Administrators-class walkthrough for LTIs, funding for DATA logs, Calendar scheduling for family night celebration for STEM Fair, registration for STEM Fair and attendance at district community event	1.1. Teachers will incorporate science literature and informational texts to help students make connections for inquiry based lessons in science to check for increase in student motivation. Data from fifth grade self assessment on STEM fair will be analyzed for success and motivation on STEM fair projects. Number of student projects for STEM Fair will be used to show successful participation and mastery on NOS benchmarks. NOS benchmarks will show an increase of mastery on the FCAT science test for 5th graders. NOS benchmarks will show mastery on EOY tests for K-4 students.	1.1. Student STEM Fair rubric Student self-reflection surveys Student DATA LOGS for STEM fair Student wonderings in science notebook for yearlong topics to explore independently Success STEM family night Sharing
	1.2. Not all students participated in repeated trials through the engineering process Limited time for repeated trials	1.2. Teachers will model engineering design processes using the Science Olympic lesson activities for grade level events Teachers will provide time for	1.2 Teacher-science notebook design process notes and redesigns, center activities for retrials, list of students who will participate in	1.2 Student designs will follow district rules and procedures for engineering and design of models Student motivation in science will increase with enthusiasm for	1.2. Student science notebook entries will document repeated trials in diagrams. Grade 3 and 5 students will have prototype design diagramed to

	Teachers are at varying levels of implementation using inquiry through the design challenge process Not all teachers attended training for STEM design challenges at Inquiry Monday trainings to learn of engineering processes	repeated trials and redesigning of grade level models and designs prior to choosing class winners. Science resource teacher will schedule and arrange School level science Olympic event for all grade levels to participate in for STEM. Science resource teacher introduced the engineering processes in faculty meeting and will address the STEM lessons in PLCs from November to May in future meetings. Teachers will model Design Challenge Lessons for STEM found in grade level curriculum maps for Inquiry Mondays for STEM	school grade level events Science resource teacher-schedule for school Science Olympic event, list of winners for district event, parent notification information and registration forms, copy and distribute lessons for STEM when scheduled from NOV-MAY Teachers-STEM design challenge lessons evident in teacher planning	science Olympic event participation Student notebooks will show evidence of STEM lessons with 80% mastery of inquiry through engineering and design processes	take to district event. Student photos and news articles will be evidence of student successes. Student self-reflection of engineering processes
	1.3 Limited time for students to work on WEDO lessons Scheduling conflicts to pull core plus students together for lessons	1.3. Teachers will provide time for core plus students to participate in WEDO lessons to connect with science and math benchmarks. Science resource teacher will conduct WEDO lessons with students who have been identified as core plus to increase the use of scientific problem solving skills and support students in STEM initiatives with design challenges using programming and engineering skills. Karen Manteiga and Virginia Frissell will continue to attend robotics PLC once per month to learn new lessons using WEDO Lego products and programming to support student learning. Teachers will facilitate a club afterschool to introduce NXT programming so students can compete with other district teams.	1.3. Teachers-test data, WEDO notebooks, log of class time Science resource teacher-schedule for WEDO lessons, test data for core plus student log, PLC ranking of students, WEDO lessons and follow up in student notebooks, District science supervisor-log of attendance at robotics PLC and follow up with student notebooks District science supervisor will check for school participation in district events for robotics and solar cars	1.3. Student completion of WEDO lessons in STEM notebooks will show successful engineering designs. Student test data will continue to show 80% or higher mastery of science benchmarks connected to WEDO lessons. Student motivation to learn beyond the core will continue to grow and will be evident in attendance in WEDO and NXT lessons later in the year. At least one teacher will be present at every meeting and it will be evident in the PDS coursework log Student team will participate in solar racers throughout year for STEM	1.3. Student attendance in WEDO classes Student notebook entries Student news articles for robotics page on website Student self-reflections about using WEDO and NXT

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry/Design Challenge training	*K-5*	*Kevin Moon*	*Karen Manteiga, Gini Frissell*	*July 2012*	*Continue STEM on inquiry Mondays Nov - June*	*Science resource teacher*
Monthly robotics PLC	*5*	*Michele Wiehagen*	*Karen Manteiga, Gini Frissell*	*Once per month all year*	*Implement lessons in class and after school*	*Robotics coach*
Gifted Data Tools	*3-5*	*Diana Favata*	*Gini Frissell*	*July 2012*	*Implement data tools 1st semester for STEM fair*	*Gifted teacher*
Technology training	*k-5*	*Ken Davis*	*GiniFrissell, Karen Manteiga*	*August 2012*	*Implement technologies in science*	*Science resource teacher*
Microsoft Showcase	k-12	district	Gini Frissell, Karen Manteiga, Maggie Leverett, Amy Murphy, Tonita Williams, Sue Morgan	August 11, 2012	Implement Microsoft applications	Science resource teacher

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the variety of career exposure through various activities/events including Great American Teach-in.	1.1.	1.1. Provide field trips to local businesses such as JA Biztown	1.1. AP	1.1.	1.1.

	1.2.	1.2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.2. Guidance Counselor	1.2.	1.2. Career Survey Data
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE training regarding CTE careers	K-5	Guidance Counselor	Teachers		Log of events and attendance	Guidance Counselor

End of CTE Goal(s)

Differentiated Accountability

Not Applicable

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

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

☐ 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
Final Amount Spent			