

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Lopez Elementary School	District Name: Hillsborough
Principal: Michael Engle	Superintendent: Maryellen Elia
SAC Chair: Mary Ann Davis	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	Michael Engle	<b>Degrees:</b> BS-Physical Ed, M Ed-Ed. Leadership  <b>Certifications in</b> Ed. Leadership, ESOL	4.5 years	14.5 years	11-12 B 62 points Learning Gains, 72 points from Lowest 25% (Reading)  10-11 C 72% AYP 09-10 B 74% AYP 08-09 B 74% AYP 07-08 A 92% AYP

<b>Assistant Principal</b>	<b>Mary Ann Martin</b>	<b>Degrees:  BA-Music Ed., MA-Music Ed  ED.D-Ed. Leadership  Certifications in Ed. Leadership, ESOL</b>	<b>7 years</b>	<b>13 years</b>	<b>11-12 B</b>	
					<b>10-11 C</b>	<b>72% AYP</b>
					<b>09-10 B</b>	<b>74% AYP</b>
					<b>08-09 B</b>	<b>74% AYP</b>
					<b>07-08 A</b>	<b>92% AYP</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.

<b>Subject Area</b>	<b>Name</b>	<b>Degree(s)/ Certification(s)</b>	<b>Number of Years at Current School</b>	<b>Number of Years as an Instructional Coach</b>	<b>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)</b>
<b>Reading</b>	<b>Bethany Catlin</b>	<b>B.S. Elementary Education</b>	<b>1 year</b>	<b>1 year</b>	<b>2011-2012 Lopez Elem. School Grade of B</b>  <b>2003-2011 Walden Lake Elem. School all A grades</b>


**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	Principal	June, 2013	
2. Performance Pay	Principal	June, 2013	
3. District Mentor Program	District Mentors	Ongoing	
4. District Peer Program	District Peers	Ongoing	
5. School based Teacher Recognition System	Principal	Ongoing	
6. Opportunities for Teacher Leadership	Principal	Ongoing	
7. Regular Time for Teacher Collaboration	Principal	Ongoing	

**Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are	Provide the strategies that are being implemented to support the staff in becoming highly
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teaching out-of-field/ and who are not highly effective.	effective
<p>There are 3 teachers teaching out of field for ESOL endorsement, but ARE highly qualified.</p> <p>There is 1 teacher who is teaching out of field and is NOT highly qualified.</p>	<p>These teachers are in the process of taking classes toward ESOL endorsement.</p> <p>This new teacher is in the process of taking classes towards her ESOL endorsement</p>

### 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
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65	1 %	26 %	29 %	42 %	25 %	10 0 %	1%  (1 tea ch er)	1 %	54 %
	(2 te ac he rs)	(17 tea che rs)	(19 tea che rs)	(27 tea che rs)	(16 tea ch ers )	(6 5 te ac he rs)		(1 te ac he r)	(35 tea che rs)

**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
None			

**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**

**Before and After-School Extended Learning Programs (ELP) are provided to ensure students needing additional remediation obtain sufficient time and intensive instruction to bring them to grade level or greater. Summer Reading Camp is provided for students in grades K-3 who are deficit in Reading. These programs use teachers who are highly qualified and participate in professional development offered in the District. Supplemental education Services (SES) are provided for students qualifying for free or reduced lunch in grades K-5. During school tutoring by retired teachers using SAI funds are scheduled for intensive guided reading for those students needing additional assistance or unable to attend those programs**

**Title I, Part C- Migrant**

**Migrant advocate, Carmen Escribano, who is assigned to Lopez as a consultant, provides services and support to students and parents who are considered migrant. Ms. Escribano works with teachers and other programs to ensure that the needs of migrant students are being met.**

**Title I, Part D**

**Teachers are encouraged to participate in Staff Development through Power Schools in order to increase student achievement in Reading Writing, and Mathematics. Teachers are instructed to use IDEAS, the PDS site to sign-up for Power Courses.**

**Title II**

**Teachers are encouraged to participate in Staff Development through Power Schools in order to increase student achievement in Reading Writing, and Mathematics. Teachers are instructed to use IDEAS, the PDS site to sign-up for Power Courses.**



<p><b>Title III</b></p> <p>Teachers are encouraged to participate in Staff Development through Power Schools in order to increase student achievement in Reading Writing, and Mathematics. Teachers are instructed to use IDEAS, the PDS site to sign-up for Power Courses.</p>
<p><b>Title X- Homeless</b></p> <p>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. However, at this time we do not have anyone assigned to our school to handle programs for the homeless.</p>
<p><b>Supplemental Academic Instruction (SAI)</b></p> <p>SAI funds are used with Title I funds to provide a Summer Reading Camp for students in grades K-3 who are academically struggling in Reading. A Before and After-School Extended Learning Program (ELP) for students who need additional assistance in Reading, Writing, and Mathematics.</p>
<p><b>Violence Prevention Programs</b></p> <p>Guidance Counselor, Patty Yovino, has initiated a Violence Prevention Program for classroom guidance that is age appropriate for students in grades K-5. The Hillsborough County Sheriff's Office provides a District approved program for Pedestrian Safety, Gun Safety, Stranger Awareness, etc. A bullying program has been initiated this school year in which students have immediate access to the Guidance Counselor. The faculty has been in-serviced for bullying awareness in a detailed format so as to prevent bullying. In addition, Kids on the Block presents a bullying and school safety program for grade 4 and a personal safety program for grade 3. The Mendez Foundation presents drug prevention programs for Kindergarten and grade 2. A peer mediation program is also utilized</p>

<b>Nutrition Programs</b>  School Nutrition Services provides menus, nutritional food selection programs, and ongoing assistance for children to make choices about food.
<b>Housing Programs</b>  N/A
<b>Head Start</b>  N/A
<b>Adult Education</b>  N/A
<b>Career and Technical Education</b>  N/A
<b>Job Training</b>  N/A

<p>Other</p> <p>N/A</p>
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**Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rtl)**

School-Based MTSS/Rtl Team
<p><b>Identify the school-based MTSS Leadership Team.</b></p> <p><b>School-Based MTSS/Rtl Team:</b></p> <p><b>Principal, Mr. Engle</b></p> <p><b>Assistant Principal, Ms. Martin</b></p> <p><b>Reading Coach, Ms. Catlin</b></p> <p><b>School Psychologist, Ms. Terilli</b></p> <p><b>Guidance Counselor, Mrs. Yovino</b></p> <p><b>School Social Worker, Ms. Hoeffner</b></p> <p><b>ESE Teacher, Mrs. Triscritti</b></p> <p><b>Academic Intervention Specialist, Ms. Duncan</b></p>

**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 MTSS/Rtl team plans to meet quarterly to review and analyze Tier 1 universal screening data in reading to assess the effectiveness of the core reading program. A Tier 3 problem solving team consisting of the reading coach, school psychologist, guidance counselor, school social worker, ESE teacher and Academic Intervention Specialist meet weekly to discuss individual student problems at the Tier 3 level, review and analyze data, and develop an intervention and progress monitoring plan. Members of the Tier 3 problem solving team are each assigned to a grade level to serve as a consultant for supporting MTSS efforts at the Tier 3 level. The reading coach and school psychologist will also work with grade level PLCs to support MTSS efforts at the Tier 2 level.

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

The school-based MTSS Leadership team participates in development and implementation of the school improvement plan by attending scheduled meetings to review and analyze reading data to determine whether instruction at the Tier 1 level, small group interventions at Tier 2 and individual student intervention plans at Tier 3 are effective at closing an identified achievement gap.

**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.**

Data sources for identifying response to the Tier 1 core reading curriculum include the Florida Assessments for Instruction in Reading (FAIR), Stanford Achievement Test, Tenth Edition, Florida Comprehensive Assessment Test (FCAT), Running Record, and Developmental Reading Assessment, Second Edition (DRA-2).

Data will be managed electronically to facilitate sorting and graphic representation for data-based decision making. These data will be shared with grade level Professional Learning Communities at the Tier 2 level and used for forming small group reading interventions. Individual student progress in response to Tier 3 interventions in reading will be monitored through the use of EasyCBM.

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

The MTSS structure was briefly explained to faculty during pre-planning. Information was also summarized in a pamphlet and provided to the faculty. The reading coach and school psychologist trained the faculty on the use of EasyCBM for monitoring progress in reading. The Area 7 Rtl facilitator trained the Tier 3 problem solving team on the new district forms for documenting interventions.

**Describe plan to support MTSS.**

With support from administration, the reading coach and school psychologist plan to work with grade level PLCs to continue providing training and support for analyzing data, developing Tier 2 intervention groups and monitoring intervention effectiveness in reading.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The Lopez School Based Literacy Leadership Team includes the following: Some participate on an ad hoc basis while others are core members.

- A. Principal
- B. Assistant Principal for Curriculum
- C. Academic Intervention Specialist
- D. School Psychologist
- E. Guidance Counselor
- F. Social Worker
- G. Reading Coach
- H. PLC Facilitator for each of Grades K-5
- I. School Advisory Council Chair
- J. ESE Team Leader

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

The purpose of our Literacy Leadership Team, functioning as the main leadership team of the school, is to use school-wide data, as well as grade level common assessments data, to identify students in need of additional support beyond the core curriculum and school-wide behavior management system. The Literacy Leadership Team will also develop a research-based intervention plan to match resources to student needs and provide high quality instruction / intervention matched to student performance needs and learning rate over time to make important education decisions to guide instruction. The Literacy Leadership Team functions to address the progress of low-performing students to help identified students make adequate yearly progress and to help students stay in the regular education setting while improving long term outcomes. The Literacy Leadership Team also functions to address the needs of high-performing students to ascertain if they need additional support from an Academically Gifted Program environment. The team uses a collaborative problem-solving model and all decisions are made with data. The team will also identify professional development needs and resources for teachers.

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

. In this second year of implementation, the Literacy Leadership Team will meet with grade level PLCs at least twice monthly to compile and disaggregate data, review and interpret student data (both academic and behavioral), discuss individual student needs, collaborate with PLCs to update the Reinforcement Instructional Calendars, collaborate with PLCs in the implementation of the Continuous Improvement Model and progress monitoring (including help plan FCIM for use in the classroom), assist with the provision of Differentiated Instruction and serve as an information resource for the teachers. The Literacy Team members will meet at least twice monthly to discuss specific students, their needs, and develop plans to meet those needs. In this second year of a five year plan, rudimentary efforts will be made to establish the use and monitoring of the new Multi-Tiered Systems of Support (MTSS). This new proactive approach endeavors to provide early intervention services to address academic, social-emotional, and/or behavioral difficulties early. The problem-solving process within the MTSS framework looks at how students respond to changes in how they are taught in their classroom.

Tier 1 – The students receive high quality, research-based instruction in the core-curriculum to meet their needs in the general education classroom. Universal screenings are completed to identify students who are not achieving as expected and require additional support within the core curriculum.

Tier 2 – Students are provided with small-group, supplemental instruction in addition to core instruction. Tier 2 instruction is meant to supplement, enhance, and support Tier 1 and progress is monitored more frequently.

Tier 3 – Students receive intensive, strategic, supplemental instruction specifically designed to meet the student’s needs. Typically, this instruction targets specific skill deficits and is extended beyond the time for Tier 1 and 2. Progress is monitored more frequently than Tier 2.

**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 Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

**\*High Schools Only**

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

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

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

## Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

Reading Goals	Problem-Solving Process to Increase Student 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		

<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM with the core curriculum) assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need for additional training to implement effective PLCs.</p> <p>-Teachers at different levels of impleme</p>	<p>1.1. <u>Strategy:</u></p> <p>Tier I Core Continuous Improvement Model (C-CIM) with Differentiated Instruction (DI)</p> <p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/ standards increases through teachers' use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model)</p>	<p>1.1. <u>Who</u></p> <p>-Principal -AP -Reading Coach -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback. -School-based informal classroom walk-</p>	<p>1.1. <u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.</p> <p>-Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>1.1. <u>2-3x Per Year</u></p> <p>-District baseline and mid-year testing</p> <p>- FAIR On-going Progress Monitoring in comprehension</p> <p><u>During Nine Weeks</u></p> <p>- common assessments (pre, post, mid-year, chapter, unit)</p>		
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	<p>ntation of Differentiated Instruction (both with low and high performing students)</p>	<p>with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p><u>Action Steps</u></p> <p>PLAN (in planning PLCs before instruction)</p> <p>-Identify the essential skills and learning targets for the upcoming unit of instruction, answering the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p>	<p>throughs by administration, observing this strategy, using a form which includes the SIP strategies.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be</p>	<p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p>			
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		<p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-PLCs write SMART goals for the upcoming unit of instruction. (EET Rubric 1c, 4d)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-</p>	<p>reviewed every nine weeks during report card conferences.</p>	<p>-Data is used to identify effective activities in future lessons.</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p>			
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		<p>based best-practice strategies.</p> <p><b>DO / CHECK</b></p> <p>(in the classroom)</p> <p>-Instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction strategies planned at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p>		<p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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		<p><b>CHECK / ACT</b></p> <p>(teachers in PLC after the common assessment)</p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)</p> <p>- Based on the data, teachers  a) decide what skills need to be re-taught in a whole lesson to the entire class,  b) decide what skills need to</p>					
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		<p>be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b, 1c)</p> <p>-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.</p> <p>-Teachers provide Differentiated Instruction to targeted students (remediation and enrichment), including implementation of the Walk to Success program daily</p>					
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		<p>-PLCs record their work in logs/charts.</p> <p>-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)</p> <p>CHECK / ACT (whole school)</p> <p>-Participate in faculty and/or PLC SIP reviews where effective C-CIM and DI strategies are showcased.</p> <p>—</p>					
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<b><u>Reading Goal #1:</u></b>	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
<p>In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 60% to 62%.</p> <p>In Grade 2, the percentage of students scoring a Stanine 4 or higher on the Stanford 10 will increase from 65% to 70%.</p> <p>In Grade 1, the percentage of students scoring a Stanine 4 or higher on the Stanford 10 will increase from 67% to 70%.</p> <p>At the end of the year, 50% of Kindergarten students will score a Level 3 or higher on the DRA2 and 25% will score a Level 4 or higher on the DRA2.</p>							

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	<b>60 %</b>	<b>62 %</b>					

		<p>1.2. Teachers are at different levels of implementation in the area of “guided practice” of lessons.  Students need more accountability for their own achievement performance.  Parents are at different levels of involvement in the learning process of their children.</p>	<p>1.2. <u>Strategy:</u> Teachers will consistently follow the Gradual Release Lesson Delivery model, (a reading strategy which crosses all content areas) including explicit instruction, modeled instruction, guided practice, and independent practice (I do, we do, you do together, you do independently) (EET Rubric 1a, 1b, 3a, 3c, 3e)  <u>Action Steps:</u>  PLAN  (teacher professional development)</p>	<p>1.2. <u>Who</u> -Principal -AP -Reading Coach -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators  <u>How</u> -PLC logs turned into administration. Administration provides feedback.  -School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</p>	<p>1.2. <u>Teacher Level</u> - -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  -Teachers use the on-line grading system and the IPT data to calculate their students’ progress towards the SMART goals developed in their PLC.  -Teachers chart their students’ progress towards the SMART goal,</p>	<p>1.2. <u>2-3x Per Year</u> -District baseline and mid-year testing  - FAIR On-going Progress Monitoring in comprehension  -Student successful and appropriate participation in Student-Led Conferencing  <u>During Nine Weeks</u> - common assessments (pre, post, mid-year, chapter, unit)</p>	
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			<p>-Instructional coaches and key teacher leaders provide school-based professional development on how to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of responsibility. (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>-Teachers will attend professional development on implementing Student-Led Conferencing</p> <p>PLAN</p> <p>(in PLCs before</p>	<p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>either individually or as averages (as decided in the PLC)</p> <p>—</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will</p>		
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			<p>the lessons)</p> <p>-Brainstorm ideas for implementing the gradual release of responsibility model such as</p> <p>*discuss and plan out how much time it will take for each component of the gradual release model within an upcoming lesson or concept based on meeting individual student needs</p> <p>*discuss specific guided practice teaching strategies that can be implemented in upcoming lessons found in resources such as the books, <u>Teach Like a Champion</u> and <u>Better Learning Through</u></p>		<p>determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p>	
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		<p><b><u>Structured Teaching: A Framework for the Gradual Release of Responsibility.</u></b></p> <p><b>*discuss specific strategies for involving students in active participation in learning such as collaborative structures, manipulatives and accountable talk.</b></p> <p><b>-Discuss and plan ways to increase student practice and discussion of skills learned in the lesson (instead of lesson being teacher-centered) (EET Rubric 1a, 1b, 4d)</b></p> <p><b>-Identify the</b></p>		<p><b>-The Problem Solving Leadership Team will</b></p> <p><b>review assessment data for positive trends at a minimum of once a month</b></p> <p><b>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</b></p> <p><b>-The Problem Solving Leadership Team will</b></p> <p><b>use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional</b></p>	
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			<p>common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Plan for the portfolio items to be included at the next Parent-Teacher-Student Conference</p>		development for teachers.		
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			<p><b>DO / CHECK</b></p> <p><b>(teacher actions in the classroom)</b></p> <p>-Teachers implement the gradual release model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric 3a, 3c, 3e)</p> <p>- Guide students through collection of documentation of learning (EET Rubric 3d)</p> <p>-Give a common assessment identified from the core curriculum</p>				
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			<p>material (EET Rubric 3d)</p> <p>-After the assessment, provide timely feedback; students use the feedback to enhance their learning; students use feedback to write plan for upcoming Student-Led Conference (EET Rubric 3d)</p> <p><b>CHECK / ACT</b></p> <p>(Teachers / PLCs after the common assessment)</p> <p>-Teachers bring common assessment data back to PLCs</p> <p>-Based on the data, teachers reflect on their own teaching</p>				
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			<p>(EET Rubric 4a)</p> <p>-Using the data, effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons. (EET Rubric 1c,1f, 4a, 4d, 4e)</p> <p>-Gradually increasing the level of involvement, students implement Student-Led Conferencing</p> <p>CHECK / ACT</p> <p>(Administration / Leadership Team)</p> <p>-Through walk-throughs,</p>				
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			<p>teachers are identified who excel in gradual release strategies and techniques in order to set up demonstration classrooms (EET Rubric 4d, 4e)</p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4e)</p> <p>-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges</p> <p>-Gradual release</p>				
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			<p>strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p>CHECK / ACT (whole faculty)</p> <p>-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.</p>				
		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	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	Student Evaluation Tool		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>	<p>2.1.</p>	<p>2.1.</p> <p><b>See Goals 1, 3, &amp; 4</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><b><u>Reading Goal #2:</u></b></p> <p>In grades 3-5, the percentage of All Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 29% to 30%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>29 %</b></p>	<p><b>30 %</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	

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



<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>3.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM with the core curriculum) assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need for additional training to implement effective PLCs.</p> <p>-Teachers at different levels of</p>	<p>3.1. <u>Strategy:</u> Tier I Core Continuous Improvement Model (C-CIM) with Differentiated Instruction (DI)</p> <p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teachers' use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement</p>	<p>3.1. <u>Who</u> -Principal -AP -Reading Coach -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators</p> <p><u>How</u> -PLC logs turned into administration.  Administration provides feedback.  -School-based informal classroom walk-</p>	<p>3.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  -Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.  -Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>3.1. <u>2-3x Per Year</u> -District baseline and mid-year testing  - FAIR On-going Progress Monitoring in comprehension</p> <p><u>During Nine Weeks</u> - common assessments (pre, post, mid-year, chapter, unit)</p>		
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	<p>impleme ntation of Differentiated Instruction (both with low and high performing students)</p>	<p>Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p>—</p> <p><u>Action Steps</u></p> <p>—</p> <p><b>PLAN</b> (in planning PLCs before instruction)</p> <p>-Identify the essential skills and learning targets for the upcoming unit of instruction, answering the question, “What do we want students to learn?” (EET Rubric 1e, 4d)</p>	<p>throughs by administration, observing this strategy, using a form which includes the SIP strategies.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/ mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be</p>	<p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject- specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p>			
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		<p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-PLCs write SMART goals for the upcoming unit of instruction. (EET Rubric 1c, 4d)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling</p>	<p>reviewed every nine weeks during report card conferences.</p>	<p>-Data is used to identify effective activities in future lessons.</p> <p>-</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p>			
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		<p>researched-based best-practice strategies.</p> <p><b>DO / CHECK</b></p> <p>(in the classroom)</p> <p>-Instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction strategies planned at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p>		<p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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		<p><b>CHECK / ACT</b></p> <p>(teachers in PLC after the common assessment)</p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)</p> <p>- Based on the data, teachers  a) decide what skills need to be re-taught in a whole lesson to the entire class,  b) decide what</p>					
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		<p>skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b, 1c)</p> <p>-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.</p> <p>-Teachers provide Differentiated Instruction to targeted students (remediation and enrichment), including implementation of the Walk to Success program daily</p>					
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		<p>-PLCs record their work in logs/charts.</p> <p>-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)</p> <p>CHECK / ACT (whole school)</p> <p>-Participate in faculty and/or PLC SIP reviews where effective C-CIM and DI strategies are showcased.</p> <p>—</p> <p>—</p>					
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<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 62% to 64%.							
	<b>62 points</b>	<b>64 points</b>					



		<p>3.2. Teachers are at varying skill levels with the F-CIM model</p> <p>Teachers' implementation of the F-CIM model is not consistent within grade levels or across grade levels.</p> <p>There is a lack of common planning time to develop and identify PLC based mini-lessons and mini-assessments (using curriculum based materials) geared toward on-going progress monitoring</p>	<p>3.2. <u>Strategy:</u> Tier II and III  Florida Continuous Improvement Model (F-CIM) with Differentiated Instruction (DI)  Students' comprehension of course content/standards increases through teachers' use of data to inform instruction. Specially, teachers use on-going process monitoring data (FCAT, district formative assessments, baseline, mid-year, curriculum paced assessments and daily class work) to plan</p>	<p>3.2. <u>Who</u> -Principal -AP -Reading Coach -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators  <u>How</u> -PLC logs turned into administration.  Administration provides feedback.  -School-based informal classroom walk-throughs by administration, observing this</p>	<p>3.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  -Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.  -Teachers chart their students' progress towards the SMART goal, either individually</p>	<p>3.2. <u>2-3x Per Year</u> -District baseline and mid-year testing  - FAIR On-going Progress Monitoring in comprehension  <u>During Nine Weeks</u> - common assessments (pre, post, mid-year, chapter, unit)</p>	
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		<p>There is a lack of common planning time to analyze mini-lesson data.</p> <p>Teachers lack understanding of when and how to implement the mini-lessons within the District pacing guide.</p> <p>Difficulty finding appropriate text to develop the mini-lessons and mini-assessments.</p>	<p>and deliver mini-lessons and mini-assessments (F-CIM).</p> <p><u>Action Steps</u></p> <p>PLAN (in planning PLCs before instruction)</p> <p>-Identify the essential skills and learning targets for the upcoming unit of instruction, answering the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>-Identify the common assessment for the upcoming unit</p>	<p>strategy, using a form which includes the SIP strategies.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>or as averages (as decided in the PLC)</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.</p> <p>-PLCs will chart their overall progress towards the SMART goal.</p> <p>-After each assessment PLCs will ask the following</p>		
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		<p>of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-PLCs write SMART goals for the upcoming unit of instruction. (EET Rubric 1c, 4d)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies.</p> <p><b>DO / CHECK</b></p>	<p>questions:</p> <ol style="list-style-type: none"> <li>1. are there skills that need to be re-taught in a whole lesson to the entire class?</li> <li>2. are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique?</li> <li>3. are there skills that need to be re-taught to targeted students only?</li> <li>4. How do we report and share our results with the Problem Solving Leadership Team?</li> </ol> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators will share data with the Problem Solving Leadership Team.</p>	
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			<p>(in the classroom)</p> <p>-Instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction strategies planned at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(teachers in PLC after the common assessment)</p> <p>-Teachers bring assessment</p>		<p>-The Problem Solving Leadership Team will determine what will be done with the data/information at their level and how the data will help in Tier 2 and 3 decision making.</p>		
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			<p>data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)</p> <p>- Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b, 1c)</p>				
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			<p>-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.</p> <p>-Teachers provide Differentiated Instruction to targeted students (remediation and enrichment), including implementation of the Walk to Success program daily</p> <p>-PLCs record their work in logs/charts.</p> <p>-Teachers will provide timely feedback to students, who then use the feedback to enhance their</p>				
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			<p>own learning (EET Rubric 3d)</p> <p><b>CHECK / ACT</b></p> <p>(whole school)</p> <p>-Participate in faculty and/or PLC SIP reviews where effective C-CIM and DI strategies are showcased.</p> <p>—</p> <p>—</p>				
		3.3.	3.3.	3.3.	3.3.	3.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM) with the core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need for additional training to implement effective PLCs.</p> <p>-Teachers at different levels of impleme</p>	<p>4.1. <u>Strategy:</u></p> <p>Tier I</p> <p>Core Continuous Improvement Model (C-CIM) with Differentiated Instruction (DI)</p> <p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/ standards increases through teachers' use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement</p>	<p>4.1. <u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coach</p> <p>-PLC Facilitator</p> <p>-Classroom teachers</p> <p>-Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into administration.</p> <p>Administration provides feedback.</p> <p>-School-based informal</p>	<p>4.1. <u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.</p> <p>-Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>4.1. <u>2-3x Per Year</u></p> <p>-District baseline and mid-year testing</p> <p>- FAIR On-going Progress Monitoring in comprehension</p> <p><u>During Nine Weeks</u></p> <p>- common assessments (pre, post, mid-year, chapter, unit)</p>		
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	<p>ntation of Differentiated Instruction (both with low and high performing students)</p>	<p>Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p><u>Action Steps</u></p> <p>PLAN (in planning PLCs before instruction)</p> <p>-Identify the essential skills and learning targets for the upcoming unit of instruction, answering the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p>	<p>classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring</p>	<p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p>			
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		<p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-PLCs write SMART goals for the upcoming unit of instruction. (EET Rubric 1c, 4d)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling</p>	<p>data will be reviewed every nine weeks during report card conferences.</p>	<p>-Data is used to identify effective activities in future lessons.</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p>			
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		<p>researched-based best-practice strategies.</p> <p><b>DO / CHECK</b></p> <p>(in the classroom)</p> <p>-Instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction strategies planned at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p>		<p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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		<p><b>CHECK / ACT</b></p> <p>(teachers in PLC after the common assessment)</p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)</p> <p>- Based on the data, teachers  a) decide what skills need to be re-taught in a whole lesson to the entire class,  b) decide what</p>					
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		<p>skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b, 1c)</p> <p>-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.</p> <p>-Teachers provide Differentiated Instruction to targeted students (remediation and enrichment), including implementation of the Walk to Success program daily</p>					
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		<p>-PLCs record their work in logs/charts.</p> <p>-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)</p> <p>CHECK / ACT (whole school)</p> <p>-Participate in faculty and/or PLC SIP reviews where effective C-CIM and DI strategies are showcased.</p> <p>—</p>					
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>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 72% to 74%.</p>							
	<p><b>72 points</b></p>	<p><b>74 points</b></p>					

		<p>4.2. Teachers are at varying skill levels with the F-CIM model</p> <p>Teachers' implementation of the F-CIM model is not consistent within grade levels or across grade levels.</p> <p>There is a lack of common planning time to develop and identify PLC based mini-lessons and mini-assessments (using curriculum based materials) geared toward on-going progress monitoring</p>	<p>4.2. <u>Strategy:</u> Tier II and III Florida Continuous Improvement Model (F-CIM) with Differentiated Instruction (DI)</p> <p>Students' comprehension of course content/ standards increases through teachers' use of data to inform instruction. Specially, teachers use on-going process monitoring data (FCAT, district formative assessments, baseline, mid-year, curriculum paced assessments and daily class work) to plan and deliver</p>	<p>4.2. <u>Who</u> -Principal -AP -Reading Coach -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators</p> <p><u>How</u> -PLC logs turned into administration. Administration provides feedback. -School-based informal classroom walk-throughs by administration, observing this strategy, using a form</p>	<p>4.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC. -Teachers chart their students' progress towards the SMART goal, either individually or as averages (as</p>	<p>4.2. <u>2-3x Per Year</u> -District baseline and mid-year testing - FAIR On-going Progress Monitoring in comprehension</p> <p><u>During Nine Weeks</u> - common assessments (pre, post, mid-year, chapter, unit)</p>	
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		<p>There is a lack of common planning time to analyze mini-lesson data.</p> <p>Teachers lack understanding of when and how to implement the mini-lessons within the District pacing guide.</p> <p>Difficulty finding appropriate text to develop the mini-lessons and mini-assessments.</p>	<p>mini-lessons and mini-assessments (F-CIM).</p> <p><u>Action Steps</u></p> <p>PLAN (in planning PLCs before instruction)</p> <p>-PLCs identify essential tested skills/standards/benchmarks for the students that need reinforcement and/or remediation. (EET Rubric 1b, 1c, 4a, 4d)</p> <p>-PLCs identify and match specific students needing reinforcement and/or</p>	<p>which includes the SIP strategies.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>decided in the PLC)</p> <p>—</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.</p> <p>-PLCs will chart their overall progress towards the SMART goal.</p> <p>-After each assessment PLCs will ask the following questions:</p>		
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		<p>remediation for specific skills. Temporary groups are created within each grade level for instruction during Walk to Success.</p> <p>-Teachers discuss how to correlate mini-lessons with core curriculum.</p> <p>-Based on the data, PLCs develop a one-two week projected timeline/ calendar for teaching the essential skills and/ or standards covered in the core curriculum. (EET Rubric 1b, 1e, 4d)</p> <p>-As a professional</p>		<p>1. Are there skills that need to be re-taught in a whole lesson to the entire class?</p> <p>2. Are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique?</p> <p>3. Are there skills that need to be re-taught to targeted students only?</p> <p>4. How do we report and share our results with the Problem Solving Leadership Team?</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators will share data with the Problem Solving Leadership Team.</p>	
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		<p>development activity in the LC, teachers identify (using District resources and curriculum resources) and/or develop mini-lessons and mini-assessments for benchmarks. PLCs will use a combination of District and school-generated mini-lessons and mini-assessments (EET Rubric 1e, 1d, 1f, 4d)</p> <p>-Teachers discuss strategies for teaching the mini-lessons.</p> <p>DO/CHECK</p> <p>(teachers in the classroom)</p> <p>-Teachers group</p>		<p>-The Problem Solving Leadership Team will determine what will be done with the data/information at their level and how the data will help in Tier 2 and 3 decision making.</p>		
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			<p>students as matched by skill and need for placement in identified classroom for instruction during the Walk to Success portion of the daily Reading Block.</p> <p>-Teachers implement the mini-lessons and mini-assessments to the whole group or targeted students during time allocated for this instruction.</p> <p><b>CHECK / ACT</b></p> <p>(teachers in PLCs after mini-assessments)</p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)</p>				
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			<p>-Based on the data, teachers reflect on their own teaching (EET Rubric 4a).</p> <p>-as a professional development activity in the PLCs, teachers use the mini-assessment data and classroom assessments to adjust the mini-lesson timeline/ calendar.</p> <p>-If needed, Differentiated Instruction mini-lessons/mini-assessments are also given to targeted students as Tier I interventions.</p> <p>-Based on mini-</p>				
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			<p>assessment data, skills/ students' names are moved to a maintenance or re-teaching schedule. (EET Rubric 1b, 3c, 4d)</p> <p>(whole faculty)</p> <p>-Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM, and DI strategies.</p>				
		4.3	4.3.	4.3.	4.3.	4.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check 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>Reading Goal #5:</u>							

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<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. <b>See Goals 1, 3, &amp; 4</b></p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<b><u>Reading Goal #5A:</u></b>	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 57% to 61%.</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 53% to 58%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 64% to 68%.</p>							
	<p>White: 57</p> <p>Black: 53</p> <p>Hispanic: 64</p> <p>Asian: N/A</p> <p>American Indian: N/A</p>	<p>White: 61</p> <p>Black: 58</p> <p>Hispanic: 68</p> <p>Asian: NA</p> <p>American Indian: NA</p>					

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		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. <b>See Goals 1, 3, &amp; 4</b>	5B.1.	5B.1.	5B.1.		

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<p><b>Reading Goal #5B:</b></p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 53% to 58%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>53%</b></p>	<p><b>58%</b></p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p>	<p>5C.1. <b>See Goals 1, 3, &amp; 4</b></p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>		
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<p><b>Reading Goal #5C:</b></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>38%</b></p>	<p><b>44%</b></p>					
	<p>–</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1.</p>	<p>5D.1.</p> <p style="text-align: center;"><b>See Goals 1, 3, &amp; 4</b></p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>		
<p><u>Reading Goal #5D:</u></p> <p>The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 18% to 26%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

	<b>18%</b>	<b>26%</b>					
		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
Staff members will attend district level trainings.	All grades, reading	District PD staff members	School-wide	On-going, primarily after school hours	Fidelity check	AP, Trainee

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<p>Staff members will attend on-site level trainings.</p>	<p>All grades, reading</p>	<p>Reading coach, selected staff members</p>	<p>School-wide</p>	<p>Bi-monthly, On-going, Early Release</p>	<p>Fidelity check</p>	<p>AP, Trainee</p>
<p>Specifically:</p>						
<p>Primary Reading Updates and Training</p>						
<p>Intermediate Reading Updates and Training</p>						
<p>Staff members will participate in PD activities within PLC meetings, such as book studies. In particular, we will be doing book studies on <u>Teach Like a Champion</u> and <u>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</u></p>	<p>All grades, reading</p>	<p>Reading coach, selected staff members</p>	<p>PLC, Grade Level, or School-wide</p>	<p>On-going, Early Release, Monthly</p>	<p>Fidelity check</p>	<p>AP, PLC Leader, Trainee</p>

**End of Reading Goals**



**Elementary or Middle School Mathematics Goals**

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

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		

<p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p>	<p>1.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM) with the core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need for additional training to implement effective PLCs.</p> <p>-Teachers at different levels of impleme</p>	<p>1.1. <u>Strategy:</u> Tier I Core Continuous Improvement Model (C-CIM) with Differentiated Instruction (DI)</p> <p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teachers' use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model)</p>	<p>1.1. <u>Who</u></p> <p>-Principal -AP -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into administration. -Administration provides feedback. -School-based informal classroom walk-throughs by administration,</p>	<p>1.1. <u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC. -Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>1.1. <u>2-3x Per Year</u></p> <p>-District baseline and mid-year testing</p> <p><u>During Nine Weeks</u></p> <p>- common assessments (pre, post, mid-year, chapter, unit)</p>		
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	<p>ntation of Differentiated Instruction (both with low and high performing students)</p>	<p>with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p><u>Action Steps</u></p> <p>PLAN</p> <p>(in planning PLCs before instruction)</p> <p>-Identify the essential skills and learning targets for the upcoming unit of instruction, answering the question, "What do we want students to learn?" (EET</p>	<p>observing this strategy, using a form which includes the SIP strategies.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card</p>	<p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then</p>			
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		<p>Rubric 1e, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-PLCs write SMART goals for the upcoming unit of instruction. (EET Rubric 1c, 4d)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing,</p>	<p>conferences.</p>	<p>do.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum</p>			
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		<p>researching, teaching, and modeling researched-based best-practice strategies.</p> <p><b>DO / CHECK</b></p> <p>(in the classroom)</p> <p>-Instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction strategies planned at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core</p>		<p>of once a month</p> <p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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		<p>curriculum material. (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(teachers in PLC after the common assessment)</p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)</p> <p>- Based on</p>					
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	<p>the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b, 1c)</p> <p>-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.</p> <p>-Teachers provide</p>					
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	<p>Differentiated Instruction to targeted students (remediation and enrichment), including implementation of the Walk to Success program daily</p> <p>-PLCs record their work in logs/charts.</p> <p>-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(whole school)</p>					
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		-Participate in faculty and/or PLC SIP reviews where effective C-CIM and DI strategies are showcased.					
<b>Mathematics Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 46% to 48%							
	<b>46 %</b>	<b>48 %</b>					

		<p>1.2. Teachers are at different levels of implementation in the area of “guided practice” of lessons.</p> <p>Students need more accountability for their own achievement performance.</p> <p>Parents are at different levels of involvement in the learning process of their children.</p>	<p>1.2. Strategy:</p> <p>Teachers will consistently follow the Gradual Release Lesson Delivery model, (a reading strategy which crosses all content areas) including explicit instruction, modeled instruction, guided practice, and independent practice (I do, we do, you do together, you do independently) (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>Action Steps:</p> <p>PLAN</p> <p>(teacher professional development)</p> <p>-Instructional coaches and key teacher</p>	<p>1.2. Who</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-PLC Facilitator</li> <li>-Classroom teachers</li> <li>-Peer and Mentor Evaluators</li> </ul> <p>How</p> <ul style="list-style-type: none"> <li>-PLC logs turned into administration. Administration provides feedback.</li> <li>-School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</li> </ul>	<p>1.2. Teacher Level</p> <ul style="list-style-type: none"> <li>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</li> <li>-Teachers maintain their assessments in the on-line grading system.</li> <li>-Teachers use the on-line grading system and the IPT data to calculate their students’ progress towards the SMART goals developed in their PLC.</li> <li>-Teachers chart their students’ progress towards the SMART goal, either individually</li> </ul>	<p>1.2. 2-3x Per Year</p> <ul style="list-style-type: none"> <li>-District baseline and mid-year testing</li> <li>-Student successful and appropriate participation in Student-Led Conferencing</li> </ul> <p>During Nine Weeks</p> <ul style="list-style-type: none"> <li>- common assessments (pre, post, mid-year, chapter, unit)</li> </ul>	
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		<p>leaders provide school-based professional development on how to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of responsibility. (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>-Teachers will attend professional development on implementing Student-Led Conferencing</p> <p><b>PLAN</b></p> <p>(in PLCs before the lessons)</p> <p>-Brainstorm ideas for</p>	<p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>or as averages (as decided in the PLC)</p> <p>—</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to</p>	
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		<p>implementing the gradual release of responsibility model such as</p> <p>*discuss and plan out how much time it will take for each component of the gradual release model within an upcoming lesson or concept based on meeting individual student needs</p> <p>*discuss specific guided practice teaching strategies that can be implemented in upcoming lessons found in resources such as the books, <u>Teach Like a Champion</u> and <u>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</u>.</p> <p>*discuss</p>		<p>report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem</p>		
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		<p>specific strategies for involving students in active participation in learning such as collaborative structures, manipulatives and accountable talk.</p> <p>-Discuss and plan ways to increase student practice and discussion of skills learned in the lesson (instead of lesson being teacher-centered) (EET Rubric 1a, 1b, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have</p>		<p>Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p> <p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will</p> <p>use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for</p>	
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			<p>learned it?" (EET Rubric 1f, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Plan for the portfolio items to be included at the next Parent-Teacher-Student Conference</p> <p><b>DO / CHECK</b></p> <p>(teacher actions in the classroom)</p> <p>-Teachers implement the gradual release model in the classroom ensuring the</p>		<p>teachers.</p>		
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			<p>acing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric 3a, 3c, 3e)</p> <p>- Guide students through collection of documentation of learning (EET Rubric 3d)</p> <p>-Give a common assessment identified from the core curriculum material (EET Rubric 3d)</p> <p>-After the assessment, provide timely feedback; students use the feedback to enhance their learning;</p>				
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		<p>students use feedback to write plan for upcoming Student-Led Conference (EET Rubric 3d)</p> <p><b>CHECK / ACT</b></p> <p>(Teachers / PLCs after the common assessment)</p> <p>-Teachers bring common assessment data back to PLCs</p> <p>-Based on the data, teachers reflect on their own teaching (EET Rubric 4a)</p> <p>-Using the data, effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons.</p>				
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			<p>(EET Rubric 1c,1f, 4a, 4d, 4e)</p> <p>-Gradually increasing the level of involvement, students implement Student-Led Conferencing</p> <p>CHECK / ACT</p> <p>(Administration / Leadership Team)</p> <p>-Through walk-throughs, teachers are identified who excel in gradual release strategies and techniques in order to set up demonstration classrooms (EET Rubric 4d, 4e)</p> <p>-Classroom coverage is provided</p>				
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			<p>for teachers to attend demonstration classrooms (EET Rubric 4e)</p> <p>-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges</p> <p>-Gradual release strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p>CHECK / ACT</p> <p>(whole faculty)</p>				
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			-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.				
		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. <b>FCAT 2.0:</b> Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1.  <b>See Goals 1, 3, &amp; 4</b>	2.1.	2.1.	2.1.		

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<p><b>Mathematics Goal #2:</b></p> <p>In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 19% to 25%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>19 %</b></p>	<p><b>25 %</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p>	<p>3.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM) with the core curriculum) assessments  -Lack of planning time to analyze data to identify best practices.  - Need for additional training to implement effective PLCs.  -Teachers at different levels of</p>	<p>3.1. <u>Strategy:</u> Tier I Core Continuous Improvement Model (C-CIM) with Differentiated Instruction (DI)  The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/ standards increases through teachers' use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model)</p>	<p>3.1. <u>Who</u> -Principal -AP -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators  <u>How</u> -PLC logs turned into administration.  -Administration provides feedback.  -School-based informal classroom walk-throughs by administration, observing this</p>	<p>3.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  -Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.  -Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>3.1. <u>2-3x Per Year</u> -District baseline and mid-year testing  <u>During Nine Weeks</u> - common assessments (pre, post, mid-year, chapter, unit)</p>		
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	<p>impleme ntation of <b>Differentiated Instruction</b> (both with low and high performing students)</p>	<p>with core curriculum and provide <b>Differentiated Instruction</b> (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p>—</p> <p><b>Action Steps</b></p> <p>—</p> <p><b>PLAN</b>  (in planning PLCs before instruction)</p> <p>-Identify the essential skills and learning targets for the upcoming unit of instruction, answering the question, “What do we want students to learn?” (EET</p>	<p>strategy, using a form which includes the SIP strategies.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/ mentor), using the HCPS Informal Observation Pop- In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>—</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject- specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p>			
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		<p>Rubric 1e, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-PLCs write SMART goals for the upcoming unit of instruction. (EET Rubric 1c, 4d)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing,</p>		<p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p>			
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		<p>researching, teaching, and modeling researched-based best-practice strategies.</p> <p>DO / CHECK</p> <p>(in the classroom)</p> <p>-Instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction strategies planned at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core</p>		<p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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		<p>curriculum material. (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(teachers in PLC after the common assessment)</p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)</p> <p>- Based on</p>					
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	<p>the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b, 1c)</p> <p>-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.</p> <p>-Teachers provide</p>					
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		<p>Differentiated Instruction to targeted students (remediation and enrichment), including implementation of the Walk to Success program daily</p> <p>-PLCs record their work in logs/charts.</p> <p>-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(whole school)</p>					
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		-Participate in faculty and/or PLC SIP reviews where effective C-CIM and DI strategies are showcased.					
<b>Mathematics Goal #3:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 54% to 56%							
	<b>54 points</b>	<b>56 points</b>					

		<p>3.2. Teachers are at varying skill levels with the F-CIM model</p> <p>Teachers' implementation of the F-CIM model is not consistent within grade levels or across grade levels.</p> <p>There is a lack of common planning time to develop and identify PLC based mini-lessons and mini-assessments (using curriculum based materials) geared toward on-going</p>	<p>3.2. <u>Strategy:</u> Tier II and III Florida Continuous Improvement Model (F-CIM) with Differentiated Instruction (DI)</p> <p>Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, curriculum assessments and daily classwork) to plan and deliver mini-lessons</p>	<p>3.2. <u>Who</u> -Principal -AP -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators</p> <p><u>How</u> -PLC logs turned into administration. Administration provides feedback. -School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</p>	<p>3.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  -Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.  -Teachers chart their students' progress towards the SMART goal, either individually or as averages (as</p>	<p>3.2. <u>2-3x Per Year</u> -District baseline and mid-year testing  - FAIR On-going Progress Monitoring in comprehension</p> <p><u>During Nine Weeks</u> - common assessments (pre, post, mid-year, chapter, unit)</p>	
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		<p>progress monitoring</p> <p>There is a lack of common planning time to analyze mini-lesson data.</p> <p>Teachers lack understanding of when and how to implement the mini-lessons within the District pacing guide.</p> <p>Difficulty finding appropriate text to develop the mini-lessons and mini-assessments</p>	<p>and mini-assessments (F-CIM).</p> <p><u>Action Steps</u></p> <p>PLAN</p> <p>(in planning PLCs before instruction)</p> <p>-PLCs identify essential tested skills/standards/benchmarks for the students that need reinforcement and/or remediation. (EET Rubric 1b, 1c, 4a, 4d)</p> <p>-PLCs identify and match specific students needing</p>	<p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>decided in the PLC)</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share</p>		
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		<p>reinforcement and/or remediation for specific skills. Temporary groups are created within each grade level for instruction.</p> <p>-Teachers discuss how to correlate mini-lessons with core curriculum.</p> <p>-Based on the data, PLCs develop a one-two week projected timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. (EET Rubric 1b, 1e, 4d)</p> <p>-As a professional development activity in the</p>		<p>data with the Problem Solving Leadership Team, which the facilitator will then do.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership</p>		
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		<p>PLC teachers identify (using District resources and curriculum resources) and/or develop mini-lessons and mini-assessments for benchmarks. PLCs will use a combination of District and school-generated mini-lessons and mini-assessments (EET Rubric 1e, 1d, 1f, 4d)</p> <p>-Teachers discuss strategies for teaching the mini-lessons.</p> <p><b>DO/CHECK</b></p> <p>(teachers in the classroom)</p> <p>-Teachers group students as matched by skill and need</p>		<p>Team will review assessment data for positive trends at a minimum of once a month</p> <p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
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			<p>for placement in identified classroom for instruction.</p> <p>-Teachers implement the mini-lessons and mini-assessments to the whole group or targeted students during time allocated for this instruction.</p> <p><b>CHECK / ACT</b></p> <p>(teachers in PLCs after mini-assessments)</p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)</p> <p>-Based on the data, teachers reflect on their own teaching (EET Rubric 4a).</p>				
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			<p>-as a professional development activity in the PLCs, teachers use the mini-assessment data and classroom assessments to adjust the mini-lesson timeline/ calendar.</p> <p>-If needed, Differentiated Instruction mini-lessons/mini-assessments are also given to targeted students as Tier I interventions.</p> <p>-Based on mini-assessment data, skills/ students' names are moved to a maintenance or re-teaching schedule. (EET Rubric 1b, 3c, 4d)</p>				
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			(whole faculty) -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM, and DI strategies.				
		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		

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<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM) with the core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need for additional training to implement effective PLCs.</p> <p>-Teachers at different levels of impleme</p>	<p>4.1. <u>Strategy:</u></p> <p>Tier I Core Continuous Improvement Model (C-CIM) with Differentiated Instruction (DI)</p> <p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teachers' use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model)</p>	<p>4.1. <u>Who</u></p> <p>-Principal -AP -PLC Facilitator -Classroom teachers -Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into Administration provides feedback.</p> <p>-School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP</p>	<p>4.1. <u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.</p> <p>-Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>4.1. <u>2-3x Per Year</u></p> <p>-District baseline and mid-year testing</p> <p><u>During Nine Weeks</u></p> <p>- common assessments (pre, post, mid-year, chapter, unit)</p>		
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	<p>ntation of Differentiated Instruction (both with low and high performing students)</p>	<p>with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p>—</p> <p><b>Action Steps</b></p> <p>—</p> <p><b>PLAN</b></p> <p>(in planning PLCs before instruction)</p> <p>-Identify the essential skills and learning targets for the upcoming unit of instruction, answering the question, “What do we want students to learn?” (EET</p>	<p>strategies.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p> <p>—</p>	<p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p>			
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		<p>Rubric 1e, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-PLCs write SMART goals for the upcoming unit of instruction. (EET Rubric 1c, 4d)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing,</p>		<p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p>			
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		<p>researching, teaching, and modeling researched-based best-practice strategies.</p> <p><b>DO / CHECK</b></p> <p>(in the classroom)</p> <p>-Instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction strategies planned at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core</p>		<p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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		<p>curriculum material. (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(teachers in PLC after the common assessment)</p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)</p> <p>- Based on</p>					
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	<p>the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b, 1c)</p> <p>-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.</p> <p>-Teachers provide</p>					
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	<p>Differentiated Instruction to targeted students (remediation and enrichment), including implementation of the Walk to Success program daily</p> <p>-PLCs record their work in logs/charts.</p> <p>-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(whole school)</p>					
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		-Participate in faculty and/or PLC SIP reviews where effective C-CIM and DI strategies are showcased.					
In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 65% to 68%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>65 points</b>	<b>68 points</b>					

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

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<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b></p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. <b>See Goals 1, 3, and 4</b></p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<b>Mathematics Goal #5A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 46% to 51%.</p>							
<p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 33% to 40%.</p>							
<p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 50% to 55%.</p>							

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	<p>White: 46</p> <p>Black: 33</p> <p>Hispanic: 50</p> <p>Asian: NA</p> <p>American Indian: NA</p>	<p>White: 51</p> <p>Black: 40</p> <p>Hispanic:55</p> <p>Asian: NA</p> <p>American Indian: NA</p>					
		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	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
		<b>See Goals 1, 3, and 4</b>					

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<b>Mathematics Goal #5B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 37% to 43%.							
	<b>37%</b>	<b>43%</b>					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	



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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.  <b>See Goals 1, 3, and 4</b>	5C.1.	5C.1.	5C.1.		

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<b>Mathematics Goal #5C:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 23% to 31%.							
	<b>23%</b>	<b>31%</b>					
		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		

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<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1.</p>	<p>5D.1. <b>See Goals 1, 3, and 4</b></p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>		
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<b>Mathematics Goal #5D:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 15% to 24%.							
	<b>15%</b>	<b>24%</b>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

**End of Elementary or Middle School Mathematics Goals**

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

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

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student</b>						

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	<b>Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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		
<b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<b>Algebra Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	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		

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

		2.3	2.3	2.3	2.3	2.3	
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**End of Algebra EOC Goals**

**Mathematics Professional Development**

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

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

<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/ Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates and Schedules (e.g. , Early Release and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/ Monitoring</b>	<b>Person or Position Responsible for Monitoring</b>
<b>Go Math Instructional materials and supplementary technology</b>	<b>Grades K-5, Mathematics</b>	<b>Math Contact – Sheila Stringfield</b>	<b>Grades K-5, Mathematics teachers</b>	<b>Monthly PLC Meetings on early release days</b>	<b>PLC Logs Administrative walkthroughs to monitor implementation</b>	<b>Administration</b>



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<p><b>On-site trainings</b></p> <p><b>Specifically:</b></p> <p><b>Primary Math Updates and Training</b></p>	<p><b>All grades, Mathematics</b></p>	<p><b>Math Contact, selected staff members</b></p>	<p><b>School-wide</b></p>	<p><b>Bi-monthly, On-going, Early Release</b></p>	<p><b>Fidelity check</b></p>	<p><b>AP, Trainee</b></p>
<p><b>Intermediate Math Updates and Training</b></p> <p><b>Hands-on Activities</b></p>	<p><b>Grades K-5, Mathematics</b></p>	<p><b>Math Contact – Sheila Stringfield</b></p>	<p><b>Grades K-5, Mathematics teachers</b></p>	<p><b>Ongoing with concepts taught</b></p>	<p><b>PLC Logs</b></p> <p><b>Administrative walkthroughs to monitor implementation</b></p>	<p><b>Administration</b></p>
<p><b>Go-Math Instructional Methods</b></p>	<p><b>Grades K-5, Mathematics</b></p>	<p><b>S. Spicer</b></p>	<p><b>Grades K-5 Mathematics teachers</b></p>	<p><b>Observations and training sessions scheduled as needed</b></p>	<p><b>Administrative records</b></p>	<p><b>Administration</b></p>

***End of Mathematics Goals***

**Elementary and Middle School Science Goals**

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

<p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science</b></p>	<p>1.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM with the core curriculum) assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need for additional training to implement effective PLCs.</p> <p>-Not all teachers</p>	<p>1.1. Strategy</p> <p>C-CIM with Inquiry Based Instruction</p> <p>Tier 1 – The purpose of this strategy is to strengthen the science core curriculum. Students’ comprehension of course content/ standards increases through teachers’ use of data to inform instruction. Specially, teachers will use <u>C-CIM</u> (Core Continuous Improvement Model) with core curriculum. Students will</p>	<p>1.1. Who</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-PLC Facilitator</li> <li>-Classroom teachers</li> <li>-Peer and Mentor Evaluators</li> </ul> <p>How</p> <ul style="list-style-type: none"> <li>-PLC logs turned into administration. Administration provides feedback.</li> <li>-School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</li> <li>-Evidence of strategy in</li> </ul>	<p>1.1. Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system and the IPT data to calculate their students’ progress towards the SMART goals developed in their PLC.</p> <p>-Teachers chart their students’ progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>1.1. 2x per year</p> <p>District-level baseline and mid-year tests</p> <p><u>During the nine weeks</u></p> <ul style="list-style-type: none"> <li>- Mini Assessments</li> <li>-Chapter and Unit assessments</li> <li>-Vocabulary Assessments</li> </ul>		
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	<p>know how to identify misconceptions and depth of student knowledge of science concepts.</p> <p>-Not all teachers are able to attend available science trainings on dates available by the district.</p> <p>-Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher</p>	<p>develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will implement <u>inquiry based instruction</u> (such as student engagement, explore time, accountable talk and higher order questioning) as a part of instruction.</p> <p><u>Action Steps</u></p> <p>PLAN</p>	<p>teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p>			
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	<p>order questioning, etc.</p> <p>-Not all PLC meetings include regular discussion of student data and/ or the implementation of the inquiry model.</p>	<p>(before PLC meetings)</p> <p>-As a professional development activity, teachers will attend District Science trainings targeting Inquiry Based Learning, and share information with their PLCs.</p> <p>(in planning PLCs before instruction)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry</p>		<p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p> <p>-The Problem Solving</p>			
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		<p>based instruction strategies.</p> <p>-Identify the essential skills and learning targets for the upcoming unit of instruction, answering the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p>		<p>Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers._</p>			
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		<p>-PLCs write SMART goals for the upcoming unit of instruction. (EET Rubric 1c, 4d)</p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies.</p>					
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<b>Science Goal #1:</b>	<b><u>2012 Current Level of Performance:*</u></b>	<b><u>2013 Expected Level of Performance:*</u></b>					
<p>In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 51% to 53%.</p>							
	<p><b>51 %</b></p>	<p><b>53 %</b></p>					



	<p>1.2.</p>	<p>1.2.</p> <p>Teachers are at different levels of implementation in the area of “guided practice” of lessons.</p> <p>Students need more accountability for their own achievement performance.</p> <p>Parents are at different levels of involvement in the learning process of their children.</p>	<p>1.2.</p> <p><b>Strategy:</b></p> <p>Teachers will consistently follow the Gradual Release Lesson Delivery model, (a reading strategy which crosses all content areas) including explicit instruction, modeled instruction, guided practice, and independent practice (I do, we do, you do together, you do independently) (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p><b>Action Steps:</b></p> <p><b>PLAN</b></p> <p>(teacher professional development)</p> <p>-Instructional coaches and key teacher leaders provide school-based professional development</p>	<p>1.2.</p> <p><b>Who</b></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-PLC Facilitator</li> <li>-Classroom teachers</li> <li>-Peer and Mentor Evaluators</li> </ul> <p><b>How</b></p> <ul style="list-style-type: none"> <li>-PLC logs turned into administration. Administration provides feedback.</li> <li>-School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</li> <li>-Evidence of strategy in teachers’ lesson plans seen during</li> </ul>	<p>1.2.</p> <p><b>Teacher Level</b></p> <ul style="list-style-type: none"> <li>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</li> <li>-Teachers maintain their assessments in the on-line grading system.</li> <li>-Teachers use the on-line grading system and the IPT data to calculate their students’ progress towards the SMART goals developed in their PLC.</li> <li>-Teachers chart</li> </ul>	<p>1.2.</p> <p><b>2-3x Per Year</b></p> <ul style="list-style-type: none"> <li>-District baseline and mid-year testing</li> <li>-Student successful and appropriate participation in Student-Led Conferencing</li> </ul> <p><b>During Nine Weeks</b></p> <ul style="list-style-type: none"> <li>- common assessments (pre, post, mid-year, chapter, unit)</li> <li>-FCAT Practice on the computer</li> </ul>
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		<p>on how to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of responsibility. (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>-Teachers will attend professional development on implementing Student-Led Conferencing</p> <p><b>PLAN</b></p> <p>(in PLCs before the lessons)</p> <p>-Brainstorm ideas for implementing the gradual release of responsibility model such as</p> <p>*discuss and plan out how much time it will take for each component of the</p>	<p>administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p> <p>—</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will</p>		
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		<p>gradual release model within an upcoming lesson or concept based on meeting individual student needs</p> <p>*discuss specific guided practice teaching strategies that can be implemented in upcoming lessons found in resources such as the books, <u>Teach Like a Champion and Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.</u></p> <p>*discuss specific strategies for involving students in active participation in learning such as collaborative structures, manipulatives, accountable talk, Socratic seminar, and philosophical chairs.</p>		<p>calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be</p>		
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		<p>-Discuss and plan ways to increase student practice and discussion of skills learned in the lesson (instead of lesson being teacher-centered) (EET Rubric 1a, 1b, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Plan for the</p>		<p>reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month</p> <p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a</p>	
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		<p>portfolio items to be included at the next Parent-Teacher-Student Conference</p> <p><b>DO / CHECK</b></p> <p>(teacher actions in the classroom)</p> <p>-Teachers implement the gradual release model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric 3a, 3c, 3e)</p> <p>- Guide students through collection of documentation of learning (EET Rubric 3d)</p> <p>-Give a common assessment identified from the</p>		<p>minimum of once a month.</p> <p>-The Problem Solving Leadership Team will</p> <p>use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
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		<p>core curriculum material (EET Rubric 3d)</p> <p>-After the assessment, provide timely feedback; students use the feedback to enhance their learning; students use feedback to write plan for upcoming Student-Led Conference (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(Teachers / PLCs after the common assessment)</p> <p>-Teachers bring common assessment data back to PLCs</p> <p>-Based on the data, teachers reflect on their own teaching (EET Rubric 4a)</p> <p>-Using the data,</p>				
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		<p>effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons. (EET Rubric 1c,1f, 4a, 4d, 4e)</p> <p>-Gradually increasing the level of involvement, students implement Student-Led Conferencing</p> <p>CHECK / ACT</p> <p>(Administration / Leadership Team)</p> <p>-Through walk-throughs, teachers are identified who excel in gradual release strategies and techniques in order to set up demonstration classrooms (EET Rubric 4d, 4e)</p>				
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			<p>-Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4e)</p> <p>-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges</p> <p>-Gradual release strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p>CHECK / ACT</p> <p>(whole faculty)</p>				
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			-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.				
		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	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b></p>	<p>2.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM with the core curriculum) assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need for additional training to implement effective PLCs.</p> <p>-Not all teachers</p>	<p>2.1. Strategy: Teachers will consistently follow the Gradual Release Lesson Delivery model, (a reading strategy which crosses all content areas) including explicit instruction, modeled instruction, guided practice, and independent practice (I do, we do, you do together, you do independently) (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>Action</p>	<p>2.1. Who</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-PLC Facilitator</li> <li>-Classroom teachers</li> <li>-Peer and Mentor Evaluators</li> </ul> <p>How</p> <ul style="list-style-type: none"> <li>-PLC logs turned into administration. Administration provides feedback.</li> <li>-School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</li> </ul>	<p>2.1. Teacher Level</p> <ul style="list-style-type: none"> <li>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</li> <li>-Teachers maintain their assessments in the on-line grading system.</li> <li>-Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.</li> <li>-Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</li> </ul>	<p>2.1. 2-3x Per Year</p> <ul style="list-style-type: none"> <li>-District baseline and mid-year testing</li> <li>-Student successful and appropriate participation in Student-Led Conferencing</li> </ul> <p>During Nine Weeks</p> <ul style="list-style-type: none"> <li>- common assessments (pre, post, mid-year, chapter, unit)</li> </ul>		
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<p>know how to identify misconceptions and depth of student knowledge of science concepts.</p> <p>-Not all teachers are able to attend available science trainings on dates available by the district.</p> <p>-Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable</p>	<p><b>Steps:</b></p> <p><b>PLAN</b> (teacher professional development)</p> <p>-Instructional coaches and key teacher leaders provide school-based professional development on how to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of responsibility. (EET Rubric 1a, 1b, 3a, 3c,</p>	<p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p>				
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	<p>3e)</p> <p>-Teachers will attend professional development on implementing Student-Led Conferencing</p> <p><b>PLAN</b></p> <p>(in PLCs before the lessons)</p> <p>-Brainstorm ideas for implementing the gradual release of responsibility model such as</p> <p>*discuss and plan out how much time it will take for each component of the gradual</p>		<p>-Data is used to identify effective activities in future lessons.</p> <p>-</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p>			
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	<p>release model within an upcoming lesson or concept based on meeting individual student needs</p> <p>*discuss specific guided practice teaching strategies that can be implemented in upcoming lessons found in resources such as the books, <u>Teach Like a Champion</u> and <u>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</u>.</p> <p>*discuss</p>		<p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers</p>			
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	<p>specific strategies for involving students in active participation in learning such as collaborative structures, manipulatives, accountable talk, Socratic seminar, and philosophical chairs.</p> <p>-Discuss and plan ways to increase student practice and discussion of skills learned in the lesson (instead of lesson being teacher-centered) (EET Rubric 1a, 1b, 4d)</p> <p>-Identify the common</p>					
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		<p>assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Plan for the portfolio items to be included at the next Parent-Teacher-Student</p>					
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		<p>Conference</p> <p><b>DO / CHECK</b></p> <p>(teacher actions in the classroom)</p> <p>-Teachers implement the gradual release model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric 3a, 3c, 3e)</p> <p>- Guide students through collection of documentation of learning</p>					
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		<p>(EET Rubric 3d)</p> <p>-Give a common assessment identified from the core curriculum material (EET Rubric 3d)</p> <p>-After the assessment, provide timely feedback; students use the feedback to enhance their learning; students use feedback to write plan for upcoming Student-Led Conference (EET Rubric 3d)</p> <p>CHECK / ACT</p>					
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		<p>(Teachers / PLCs after the common assessment)</p> <p>-Teachers bring common assessment data back to PLCs</p> <p>-Based on the data, teachers reflect on their own teaching (EET Rubric 4a)</p> <p>-Using the data, effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons.</p>					
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		<p>(EET Rubric 1c,1f, 4a, 4d, 4e)</p> <p>-Gradually increasing the level of involvement, students implement Student-Led Conferencing</p> <p>CHECK / ACT</p> <p>(Administration / Leadership Team)</p> <p>-Through walk-throughs, teachers are identified who excel in gradual release strategies and techniques in order to set up demon</p>					
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		<p>stration classrooms (EET Rubric 4d, 4e)</p> <p>-Classroom coverage is provided for teachers to attend demon stration classrooms (EET Rubric 4e)</p> <p>-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges</p> <p>-Gradual release</p>					
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	<p>strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p>CHECK / ACT</p> <p>(whole faculty)</p> <p>-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><b>Science Goal #2:</b></p> <p>In grades 3-5, the percentage of All Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 10% to 15%</p>		<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>10 %</b></p>	<p><b>15 %</b></p>					

	<p>2.2.</p> <p>Teachers are at different levels of implementation in the area of “guided practice” of lessons.</p> <p>Students need more accountability for their own achievement performance.</p> <p>Parents are at different levels of involvement in the learning process of their children.</p>	<p>2.2.</p> <p>Strategy:</p> <p>Teachers will consistently follow the Gradual Release Lesson Delivery model, (a reading strategy which crosses all content areas) including explicit instruction, modeled instruction, guided practice, and independent practice (I do, we do, you do together, you do independently) (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>Action Steps:</p> <p>PLAN (teacher professional development)</p> <p>-Instructional coaches and key teacher leaders provide school-based professional development</p>	<p>2.2.</p> <p>Who</p> <p>-Principal</p> <p>-AP</p> <p>-PLC Facilitator</p> <p>-Classroom teachers</p> <p>-Peer and Mentor Evaluators</p> <p>How</p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</p> <p>-Evidence of strategy</p>	<p>2.2.</p> <p>Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system and the IPT data to calculate their students’ progress towards the SMART goals developed in their PLC.</p> <p>-Teachers chart</p>	<p>2.2.</p> <p>2-3x Per Year</p> <p>-District baseline and mid-year testing</p> <p>-Student successful and appropriate participation in Student-Led Conferencing</p> <p>During Nine Weeks</p> <p>- common assessments (pre, post, mid-year, chapter, unit)</p>	
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		<p>on how to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of responsibility. (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>-Teachers will attend professional development on implementing Student-Led Conferencing</p> <p><b>PLAN</b></p> <p>(in PLCs before the lessons)</p> <p>-Brainstorm ideas for implementing the gradual release of responsibility model such as</p> <p>*discuss and plan out how much time it will take for each component of the</p>	<p>in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p> <p>—</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will</p>		
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		<p>gradual release model within an upcoming lesson or concept based on meeting individual student needs</p> <p>*discuss specific guided practice teaching strategies that can be implemented in upcoming lessons found in resources such as the books, <u>Teach Like a Champion and Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.</u></p> <p>*discuss specific strategies for involving students in active participation in learning such as collaborative structures, manipulatives, accountable talk, Socratic seminar, and philosophical chairs.</p>		<p>calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be</p>		
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		<p>-Discuss and plan ways to increase student practice and discussion of skills learned in the lesson (instead of lesson being teacher-centered) (EET Rubric 1a, 1b, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Plan for the</p>		<p>reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month</p> <p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a</p>	
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		<p>portfolio items to be included at the next Parent-Teacher-Student Conference</p> <p><b>DO / CHECK</b></p> <p>(teacher actions in the classroom)</p> <p>-Teachers implement the gradual release model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric 3a, 3c, 3e)</p> <p>- Guide students through collection of documentation of learning (EET Rubric 3d)</p> <p>-Give a common assessment identified from the</p>		<p>minimum of once a month.</p> <p>-The Problem Solving Leadership Team will</p> <p>use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
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		<p>core curriculum material (EET Rubric 3d)</p> <p>-After the assessment, provide timely feedback; students use the feedback to enhance their learning; students use feedback to write plan for upcoming Student-Led Conference (EET Rubric 3d)</p> <p>CHECK / ACT</p> <p>(Teachers / PLCs after the common assessment)</p> <p>-Teachers bring common assessment data back to PLCs</p> <p>-Based on the data, teachers reflect on their own teaching (EET Rubric 4a)</p> <p>-Using the data,</p>				
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		<p>effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons. (EET Rubric 1c,1f, 4a, 4d, 4e)</p> <p>-Gradually increasing the level of involvement, students implement Student-Led Conferencing</p> <p>CHECK / ACT</p> <p>(Administration / Leadership Team)</p> <p>-Through walk-throughs, teachers are identified who excel in gradual release strategies and techniques in order to set up demonstration classrooms (EET Rubric 4d, 4e)</p>				
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			<p>-Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4e)</p> <p>-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges</p> <p>-Gradual release strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><b>CHECK / ACT</b></p> <p>(whole faculty)</p>				
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			-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.				
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**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.**

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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 Based Instruction	K-5	Grade Level PLC Facilitators	Grade level PLCs	PLC discussions twice monthly  PSD courses when offered	Administrators conduct targeted walk-throughs to monitor inquiry model.	Principal AP  Grade Level PLC facilitators
		District Presenters				

**End of Science Goals**



**Writing/Language Arts Goals**

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achieveme nt						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity 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		

<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>1.1. Teachers are at varying skill levels to implement the Core Continuous Improvement Model (C-CIM with the core curriculum) assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>-Teachers at different levels of implementation of Differentiated Instruction (both with low and high performing students)</p> <p>-- Teachers</p>	<p>1.1. Strategy</p> <p>C-CIM with Best Practices in Writing and using Writer's Workshop</p> <p>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 <u>PLC instructional calendars</u>, <u>Differentiated Instruction</u> and <u>effective holistic</u></p>	<p>1.1. Who</p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coach</p> <p>-PLC Facilitator</p> <p>-Classroom teachers</p> <p>-Peer and Mentor Evaluators</p> <p>How</p> <p>-PLC logs turned into administration.</p> <p>-Administration provides feedback.</p> <p>-School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes</p>	<p>1.1. Teacher Level</p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.</p> <p>-Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>1.1. 2-3x Per Year</p> <p>Monthly Lopez Writes Scores</p> <p><u>During Nine Weeks</u></p> <p>Monthly Lopez Writes Scores</p>		
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	<p>lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric.</p> <ul style="list-style-type: none"> <li>- Teachers new to Language Arts may not have FCAT Writing training (Writer's Workshop)</li> <li>- Teachers do not have confidence using holistic scoring methods</li> <li>- Teachers lack sufficient time to score student papers</li> <li>- Teachers lack common planning time to meet in PLCs to discuss common deficiencies</li> </ul>	<p><u>scoring methods.</u></p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> <li>1. As a Professional Development activity, teachers new to the profession and/or content area are required to attend district level trainings.</li> <li>2. As a Professional Development, administration will schedule an on-site school-wide training in use of Writer's Workshop.</li> <li>3. As a Professional Development activity, teachers participate in</li> </ol>	<p>the SIP strategies.</p> <ul style="list-style-type: none"> <li>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</li> <li>-EET Formal Evaluations</li> <li>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</li> <li>-Monitoring data will be reviewed every nine weeks during report card conferences.</li> </ul>	<p><u>PLC/Team Level</u></p> <ul style="list-style-type: none"> <li>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</li> <li>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</li> <li>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</li> <li>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</li> </ul>			
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	<p>in writing</p>	<p>assessment and rubric refresher courses and practice scoring within PLCs.</p> <p>4. As a Professional Development activity, grade level (PLC) facilitators will facilitate advanced scoring sessions.</p> <p>5. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine weeks, 50% of the students will score 4.0 or above on the monthly formative writing prompt.)</p>		<p>-Data is used to identify effective activities in future lessons.</p> <p>-</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p>			
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		<p>6. As a Professional Development activity PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors.</p> <p>7. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching</p>		<p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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		<p>points for the month ahead.</p> <p>8. Teachers implement the ideas based on specific student needs.</p> <p>9. As a Professional Development activity PLCs examine student conference notes, daily drafts, and monthly demand writes and adjust the monthly writing menu of teaching points and share ideas to grow students.</p> <p>10. PLCs review nine week data, set a new goal for the following nine weeks.</p>					
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		11. PLCs record their work in the PLC logs.					
<b>Writing/LA Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
In grades 2-5, the percentage of AYP All Curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 81% to 85%.							
	<b>81 %</b>	<b>85 %</b>					

		<p>1.2. Teachers are at different levels of implementation in the area of “guided practice” of lessons.</p> <p>Students need more accountability for their own achievement performance.</p> <p>Parents are at different levels of involvement in the learning process of their children.</p>	<p>1.2. Strategy:</p> <p>Teachers will consistently follow the Gradual Release Lesson Delivery model, (a reading strategy which crosses all content areas) including explicit instruction, modeled instruction, guided practice, and independent practice (I do, we do, you do together, you do independently) (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>Action Steps:</p> <p>PLAN (teacher professional development)</p> <p>-Instructional coaches and key teacher leaders provide school-based professional development on how to plan appropriately paced lessons that allows</p>	<p>1.2. Who</p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-PLC Facilitator</li> <li>-Classroom teachers</li> <li>-Peer and Mentor Evaluators</li> </ul> <p>How</p> <ul style="list-style-type: none"> <li>-PLC logs turned into administration. Administration provides feedback.</li> <li>-School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.</li> <li>-Evidence of strategy in teachers’ lesson plans seen during</li> </ul>	<p>1.2. Teacher Level</p> <ul style="list-style-type: none"> <li>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</li> <li>-Teachers maintain their assessments in the on-line grading system.</li> <li>-Teachers use the on-line grading system and the IPT data to calculate their students’ progress towards the SMART goals developed in their PLC.</li> <li>-Teachers chart their students’ progress</li> </ul>	<p>1.2. 2-3x Per Year</p> <ul style="list-style-type: none"> <li>-District baseline and mid-year testing</li> <li>- FAIR On-going Progress Monitoring in comprehension</li> <li>-Student successful and appropriate participation in Student-Led Conferencing</li> </ul> <p><u>During Nine Weeks</u></p> <ul style="list-style-type: none"> <li>- common assessments (pre, post, mid-year, chapter, unit)</li> </ul>	
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		<p>students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of responsibility. (EET Rubric 1a, 1b, 3a, 3c, 3e)</p> <p>-Teachers will attend professional development on implementing Student-Led Conferencing</p> <p><b>PLAN</b> (in PLCs before the lessons)</p> <p>-Brainstorm ideas for implementing the gradual release of responsibility model such as</p> <p>*discuss and plan out how much time it will take for each component of the gradual release model within an upcoming lesson or</p>	<p>administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p>towards the SMART goal, either individually or as averages (as decided in the PLC)</p> <p>—</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit</p>	
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		<p>concept based on meeting individual student needs</p> <p>*discuss specific guided practice teaching strategies that can be implemented in upcoming lessons found in resources such as the books, <u>Teach Like a Champion and Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility.</u></p> <p>*discuss specific strategies for involving students in active participation in learning such as collaborative structures, manipulatives, accountable talk, Socratic seminar, and philosophical chairs.</p> <p>-Discuss and plan ways to increase student practice and discussion of skills learned in the lesson</p>		<p>assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p>	
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		<p>(instead of lesson being teacher-centered) (EET Rubric 1a, 1b, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Identify the common assessment for the upcoming unit of instruction, addressing the question, "How will we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Plan for the portfolio items to be included at the next Parent-Teacher-Student Conference</p> <p><b>DO / CHECK</b></p>		<p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month</p> <p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of</p>	
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			<p>(teacher actions in the classroom)</p> <p>-Teachers implement the gradual release model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric 3a, 3c, 3e)</p> <p>- Guide students through collection of documentation of learning (EET Rubric 3d)</p> <p>-Give a common assessment identified from the core curriculum material (EET Rubric 3d)</p> <p>-After the assessment, provide timely feedback;</p>		<p>once a month.</p> <p>-The Problem Solving Leadership Team will</p> <p>use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
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		<p>students use the feedback to enhance their learning; students use feedback to write plan for upcoming Student-Led Conference (EET Rubric 3d)</p> <p><b>CHECK / ACT</b></p> <p>(Teachers / PLCs after the common assessment)</p> <p>-Teachers bring common assessment data back to PLCs</p> <p>-Based on the data, teachers reflect on their own teaching (EET Rubric 4a)</p> <p>-Using the data, effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons. (EET Rubric 1c,1f, 4a, 4d, 4e)</p>				
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			<p>-Gradually increasing the level of involvement, students implement Student-Led Conferencing</p> <p><b>CHECK / ACT</b></p> <p>(Administration / Leadership Team)</p> <p>-Through walk-throughs, teachers are identified who excel in gradual release strategies and techniques in order to set up demonstration classrooms (EET Rubric 4d, 4e)</p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4e)</p>				
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			<p>-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges</p> <p>-Gradual release strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><b>CHECK / ACT</b></p> <p>(whole faculty)</p> <p>-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.</p>			
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### 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.**

<b>PD Content /Topic and/or PLC Focus</b>	<b>Grade Level/ Subject</b>	<b>PD Facilitator and/or PLC Leader</b>	<b>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</b>	<b>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</b>	<b>Strategy for Follow-up/ Monitoring</b>	<b>Person or Position Responsible for Monitoring</b>
<b>Writer's Workshop - Best Practices Training</b>	<b>All grades</b>	<b>PD facilitator</b>	<b>School-wide</b>	<b>As offered</b>	<b>Attendance records  IPDPs</b>	<b>Principal  AP  Grade Level PLC team leaders  teachers</b>



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<b>Scoring Rubric Training</b>	<b>All grades</b>	<b>PD facilitator</b>	<b>School wide</b>	<b>As offered</b>	<b>Attendance records</b> <b>IPDPs</b>	<b>Principal</b> <b>AP</b> <b>Grade Level PLC team leaders</b> <b>teachers</b>
<b>Scoring practice, consensus scoring, data decisions</b>	<b>Grade level PLCs</b>	<b>PLC team leader</b>	<b>School wide</b>	<b>Early Release PLC meetings, twice monthly</b>	<b>PLC report logs</b>	<b>Principal</b> <b>AP</b> <b>Grade Level PLC team leaders</b> <b>teachers</b>

***End of Writing Goals***

**Attendance Goal(s)**

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	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		

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<p><b>1. Attendance</b></p>	<p><b>1.1.</b>                      -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.                      -Lack of time to focus on attendance                      -Lack of staff to focus on attendance</p>	<p><b>1.1.</b>                      The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond</p>	<p><b>1.1.</b>                      AP will run Attendance/Tardy meetings every 20 days with appropriate reports                      AP will maintain data base                      Social Worker                      Guidance Counselors</p>	<p><b>1.1.</b>                      Administration Team and subset of PSLT will examine data monthly</p>	<p><b>1.1.</b>                      Collected data</p>		
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		School wide attendance initiatives					
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<u>Attendance Goal #1:</u>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<p>The attendance rate will increase from 93% in 2011-2012 to 97 % in 2012-2013.</p> <p>-The number of students who have 10 or more <u>unexcused</u> absences throughout the school year will decrease from 76 in 2011-2012 to 50 in 2012-2013</p> <p>-The number of students who have 10 or more <u>unexcused</u> tardies to school will remain 0 in 2012-2013.</p>							
	<b>93%</b>	<b>97%</b>					

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	<u>2012 Current Number of Students with Excessive Absences</u>  (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u>  (10 or more)					
	<b>76</b>	<b>50</b>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies</u>  (10 or more)					
	<b>0</b>	<b>0</b>					
		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
Attendance Plan		Administrator APs	At Administrator staff meeting	August/September	Review plan and student data every 20 days	AP

**End of Attendance Goals**

**Suspension Goal(s)**

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

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<p><b>1. Suspension</b></p>	<p>1.1. Few opportunities exist for students to establish mentoring relationships with adults at school.</p>	<p>1.1. Establish a mentoring program in conjunction with tutoring</p>	<p>1.1. <b>Who:</b> Administration  <b>How:</b> Creation of mentoring program</p>	<p>1.1. - Number of students involved in the mentoring program  -Number of suspensions</p>	<p>1.1. Relevant Data collected</p>		
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<b>Suspension Goal #1:</b>	<b><u>2012 Total</u> <u>Number of</u></b>	<b><u>2013 Expected</u> <u>Number of</u></b>					
	<b><u>In-School</u> <u>Suspensions</u></b>	<b><u>In-School</u> <u>Suspensions</u></b>					
<p>-The total number of In-School Suspensions will remain 0 in 2012-2013.</p>							
<p>-The total number of students receiving In-School Suspension remain 0 in 2012-2013.</p>							
<p>-The total number of Out-of-Suspensions (including ATOSS) will go from 1 in 2011-2012 to 0 in 2012-2013.</p>							
<p>-The total number of students receiving Out-of-School Suspension will go from 1 in 2011-2012 to 0 in 2012-2013.</p>							

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	<b>0</b>	<b>0</b>					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	<b>0</b>	<b>0</b>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of  Out-of-School Suspensions</u>					
	<b>1</b>	<b>0</b>					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out-of-School</u>	<u>Out-of-School</u>					
	<b>1</b>	<b>0</b>					

		1.2. Some teachers are not familiar with the school-wide Motivation and Management Plan	1.2. -Use faculty meeting to review contents of school plan and discuss implementation  -Involve faculty in decisions regarding rewards  -Discuss implementation of program in PLC meetings	1.2. Who: Teachers  Administration  PLC team leaders	1.2. Administration  Guidance counselor	1.2. Number of referrals and suspensions	
		1.3. Some students are not motivated by the existing Behavior Plan for the school.	1.3. Guidance counselor, school psychologist, and social worker will collaborate to create a plan to address the needs of repeat reward non-earners.	1.3. Behavior management will be addressed at PSLT meetings	1.3. Administration  PSLT chairman	1.3. Number of students earning monthly behavior reward	

**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
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***End of Suspension Goals***

**Dropout Prevention Goal(s)**

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

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

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

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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		
<p><b>1. Dropout Prevention</b></p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><b>N/A</b></p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

## Dropout Prevention Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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### *End of Dropout Prevention Goal(s)*

### Parent Involvement Goal(s)

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

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

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	ent						
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	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u> Lopez will increase communication between parents and school. As a Title I school, we completed the Title I Parent Involvement Plan, which is available on-site for perusal.	<u>2012 Current level of Parent Involvement.*</u>	<u>2013 Expected level of Parent Involvement.*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. Parent Involvement  <u>Parent Involvement Goal #2:</u>	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
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***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						

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<p><b>Based on the analysis of school data, identify and define areas in need of improvement:</b></p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

<p><b>1. Health and Fitness Goal</b></p>	<p>1.1. The criterion for reaching the requirement is different for the pretest than the posttest.  Time during the instructional day for enough outdoor time for children</p>	<p>1.1. Consistent attention to cardiovascular endurance activities</p>	<p>1.1. <u>Who</u> -Principal -AP -P.E. Teacher -PLC Facilitator -School Nurse -Peer and Mentor Evaluators  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -School-based informal classroom walk-throughs by administration, observing this strategy, using a form which includes the SIP strategies.  -Evidence of</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  -Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.  -Teachers chart their students' progress towards the SMART goal, either individually or as averages (as decided in the PLC)</p>	<p>1.1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health</p>		
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			<p>strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins (administration and peer/mentor), using the HCPS Informal Observation Pop-In Form (EET tool)</p> <p>-Monitoring data will be reviewed every nine weeks during report card conferences.</p>	<p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p>		
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				<p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p> <p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p> <p>-The Problem Solving</p>			
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				<p>Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.</p> <p>-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers</p>			
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<u>Health and Fitness</u> <u>Goal #1:</u>	<u>2012</u> <u>Current</u> <u>Level :*</u>	<u>2013</u> <u>Expected</u> <u>Level :*</u>					
<p>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 be 75% of our students.</p>	<p><b>38 %</b></p>	<p><b>75%</b></p>					

		<p>1.2. Time for activities to foster cardiac fitness.</p>	<p>1.2. Encourage classroom participation in the "Walking Places" program, especially during teacher directed PE time.</p>	<p>1.2. Who: P.E. Teacher Principal PLC team leaders</p> <p>How: -Steering Committee and PLC Meeting Minutes -Walk-throughs</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/ using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  -Teachers use the on-line grading system and the IPT data to calculate their students' progress towards the SMART goals developed in their PLC.  -Teachers chart their students' progress</p>	<p>1.2. Relevant collected data</p>	
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					<p>towards the SMART goal, either individually or as averages (as decided in the PLC)</p> <p>—</p> <p><u>PLC/Team Level</u></p> <p>-PLC unit assessment data will be recorded in a class/ subject-specific PLC data base (excel spread sheet).</p> <p>-PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p> <p>-PLCs will calculate the average unit</p>		
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					<p>assessment score for all their students across the PLC per class/subject</p> <p>-PLC team will determine how to report and share data with the Problem Solving Leadership Team, which the facilitator will then do.</p> <p>-Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-The Problem Solving Leadership Team will</p> <p>Determine what specific data should be reported.</p>		
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					<p>-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-The Problem Solving Leadership Team will</p> <p>review assessment data for positive trends at a minimum of once a month</p> <p>-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of</p>		
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					<p>once a month.</p> <p>-The Problem Solving Leadership Team will</p> <p>use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Health and Fitness Goals Professional Development**

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

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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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
Fitness/Cardio-vascular health	K-5	P.E. Teacher  Grade level PLC leaders	Health and Fitness, K-5, school-wide	Monthly Steering Committee meetings  Monthly Faculty Meetings	Attendance records  Requests for documents for participation of Walking Places program	
				Monthly PLC meetings 4 <sup>th</sup> Grading Period Check		

**Continuous Improvement Goal(s)**

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

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

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<p><b>1. Continuous Improvement Goal</b></p>	<p>1.1. There is a lack of awareness by students' parents of what the role of the School Advisory Council (SAC) is, and why attendance at a meeting might benefit them.</p>	<p>1.1. SAC will create an ad hoc committee to recruit more parent membership on our SAC. This group will create flyers, a newsletter to be published monthly, initiate person to person contact, and posters to display in the school.</p>	<p>1.1. <u>Who</u> SAC Chairperson  Principal  Parent-School Liaison  <u>How</u> SAC meeting attendance records</p>	<p>1.1. The ad hoc committee will report to the SAC about methods and efforts to recruit parent membership on SAC.</p>	<p>1.1. School Climate and Perception Survey data for 2013</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>On the 2011-2012 <i>School Climate and Perception Survey for Parents</i>, of the 106 students' parents who responded, 95% indicated that they have never attended a SAC meeting.</p> <p>During the 2012-2013 school year we would like to have 35% of the parents of our students attend at least one SAC meeting or SAC sponsored event.</p>							
	<b>5%</b>	<b>35%</b>					



		<p>1.2. There is a lack of awareness by students' parents, local community representatives, and business owners of what the role of the School Advisory Council (SAC) is, and why attendance at a meeting might benefit them.</p>	<p>1.2. SAC will create an ad hoc committee to publicize SAC throughout the school and community, as well as creating more publicity for the SAC sponsored events.  This group will create posters to display in public places in the community (of meetings and SAC events), initiate person to person contact of local business members, generate a mailing list, contact local business owners to judge Tropicana Speeches, contact the newspaper to obtain coverage of the Egg Drop and Health/Wellness Fair events, and create a pamphlet describing the how participation in SAC can benefit a business owner.</p>	<p>1.2. <u>Who</u> SAC Chairperson  Principal  Parent-School Liaison  <u>How</u> SAC meeting and event attendance records</p>	<p>1.2. The ad hoc committee will report to the SAC about methods and efforts to publicize SAC and its sponsored events.</p>	<p>1.2. School Climate and Perception Survey data for 2013</p>	
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		1.3.	1.3.	1.3.	1.3.	1.3.	
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**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
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***End of Additional Goal(s)***

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

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment:</b> Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>		
<p><b>Reading Goal A:</b>  Enter narrative for the goal in this box.</p>	<p>2012 Current Level of Performance: ** -</p>	<p>2013 Expected Level of Performance: * -</p>					

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	<b>N/A</b>	We have less than 10 students in this category					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	B.1.	B.1.	B.1.	B.1.	B.1.		

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Reading Goal B:	2012 Current	2013					
Enter narrative for the goal in this box.	Level of Performance	Expected Level of Performance:					
	N/A	We have less than 10 students in this category					
		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					

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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1.  <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b>	1.1.	1.1.	1.1.	

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<p><b>CELLA Goal #C:</b></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 40% to 50%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><b>40%</b></p> <p><b>Goal is 50%</b></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>D. Students scoring proficient in Reading.</p>	<p>2.1.</p>	<p>2.1.   <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #D:</u>                   The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 25% to 30%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					



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	<b>25%</b> <b>Goal is 30%</b>					
		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	

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<p><b>E. Students scoring proficient in Writing.</b></p>	<p>2.1.</p>	<p>2.1.</p> <p><b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><b><u>CELLA Goal #E:</u></b></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 24% to 26%.</p>	<p><b><u>2012 Current Percent of Students Proficient in Writing :</u></b></p>					

	<b>24%</b> <b>Goal is 26%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>	F.1.	F.1.	F.1.	F.1.	F.1.		

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<u>Mathematics</u> <u>Goal F:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>							
<b>N/A</b>									
	<b>N/A</b>	We have less than 10 students in this category							
		F.2.	F.2.	F.2.	F.2.	F.2.	F.2.		
		F.3.	F.3.	F.3.	F.3.	F.3.	F.3.		

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<p><b>G. Florida Alternate Assessment:</b> Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		
<p><u>Mathematics</u> <u>Goal G:</u>  N/A</p>	<p>2012 Current Level of Performance: *</p>	<p>2013 Expected Level of Performance:*</p>					

	<b>N/A</b>	We have less than 10 students in this category					
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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

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

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



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<u>Geometry Goal I:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<b>N/A</b>							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

*End of Geometry EOC Goals*

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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		
<p><b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b></p>	J.1.	J.1.	J.1.	J.1.	J.1.		
<p><u>Science Goal J:</u></p> <p><b>N/A</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

	<b>N/A</b>	We have less than 10 students in this category					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

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

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

<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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		

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<p><b>K. Students scoring in the middle or upper third (proficient) in Biology.</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><b>Biology Goal K:</b></p> <p><b>N/A</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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

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<b>Biology Goal L:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<b>N/A</b>							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**NEW Writing Florida Alternate Assessment Goal**

<b>Writing Goals</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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		
<p><b>M. Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u>  <b>N/A</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<b>N/A</b>	<p>We have less than 10 students in this category</p>					

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		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)**

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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



<p><b>STEM Goal #1:</b></p> <p>Every classroom will conduct at least one long-term investigation per grading period.</p>	<p>1.1.</p> <p>Teachers are at varying skill levels of long-term investigations.</p> <p>Not all teachers integrate long-term investigations into science instruction to provide students opportunities to collect data over time.</p> <p>There is a lack of time to dedicate to the completion of regular long-term science investigations.</p>	<p>1.1.</p> <p>Students' science skills will improve through increased participation in long-term investigations.</p> <p>Students' ability to choose appropriate graphing methods will improve through increased participation in long-term investigations.</p> <p><u>Action Steps</u></p> <p>Teachers will utilize the Science Data Base to identify appropriate long-term investigations throughout the year.</p> <p>School science contacts will keep teachers aware of the latest information and support available from the district.</p>	<p>1.1.</p> <p><u>Who</u></p> <p>Principal</p> <p>School Science Contacts</p> <p>PLC meetings</p> <p><u>How</u></p> <p>Classroom walk-throughs</p> <p>PLC meeting minutes</p>	<p>1.1.</p> <p>Science investigations will be evaluated using a scoring rubric.</p>	<p>1.1.</p> <p>Science Investigations</p>
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		Long-term science investigations will be a topic of the agenda for monthly PLC meetings. Teachers will discuss ideas and effectiveness of different long-term science investigations, as well as challenges and successes.			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

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

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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
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**End of STEM Goal(s)**

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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

<p><b>CTE Goal #1:</b></p> <p>Increase student interest in career opportunities and program selection prior to middle school. There will be an increase in the number of speakers who present for the annual Great American Teach-in, from 95 in 2011-2012 to 100 in 2012-2013.</p>	<p>1.1.</p> <p>There is a need for more involvement from members of our local community and parents of students.</p>	<p>1.1.</p> <p>Begin seeking speakers at least two months prior to the Great American Teach-in event.</p> <p>Create a standardized letter to be mailed to all local businesses, soliciting participation in the Great American Teach-in event.</p> <p>Hold more follow-up conversations with students about career possibilities related to speakers they heard</p>	<p>1.1.</p> <p><u>Who</u></p> <p>School's AP</p> <p><u>How</u></p> <p>The number of participants in the GATI</p>	<p>1.1.</p> <p>Student interest before, during, and after hearing speakers will be observed.</p>	<p>1.1.</p> <p>List of participants</p> <p>Thank-you letters to presenters from students</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**CTE Professional Development**

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

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

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

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

***End of CTE Goal(s)***

**Differentiated Accountability**

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

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

School Differentiated Accountability Status		
Priority	Focus	<input type="checkbox"/> Prevent

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

**School Advisory Council (SAC)**

***SAC Membership Compliance***

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

X Yes      No

<b>If No, describe the measures being taken to comply with SAC requirements.</b>

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
Parent Involvement Goal 1.1 and Continuous Improvement Goal 1.2	Supplies (including food) to support a Health and Wellness Fair during Family Night on 3/22/2013  Clarifying details: Vendors included Target and Publix.	\$100	
Parent Involvement Goal 1.1 and Continuous Improvement Goal 1.2	Supplies (including food) Science Family Night on 10/23/2012)  Clarifying details: Vendors included Pizza Hut, Target, and Publix.	\$100	
Parent Involvement Goal 1.1 and Science Goal 1.1	Supplies to support the planting of a tree for Arbor Day in school-wide celebration  Clarifying details: Vendor will be Kerby's Nursery	\$150	
See Reading and Math Professional Development sections.	<u>Teach Like a Champion, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility</u> – Books used for book study to strengthen PLCs and Parent Communication	\$100	
Writing Goal 1.1	Supplies (including food) to support the annual Tropicana Speech Competition	\$10	
Science Goal 1.1 and Math Goal 1.1	Supplies to support the annual Egg Drop Competition	\$25	
Addressing all Goals and Strategies	Payment for School Improvement Coordinator	\$600	\$579.12
Final Amount Spent			