

Florida Department of Education



2nd Review by Brandi Dickens 1/14/13

School Improvement Plan (SIP) Form SIP-1

LANIER ELEMENTARY SCHOOL

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lanier Elementary School	District Name: Hillsborough
Principal: Rebecca L. Sargable	Superintendent: MaryEllen Elia
SAC Chair: Jennifer Smith	Date of School Board Approval: Pending 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

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

Position	Name	Degree(s)/ 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	Rebecca Sargable	B.S Elementary Education M.Ed. Educational Leadership; Certification in Primary Education, Educational Leadership, ESOL Endorsed	1 st year	4	Former School – Roosevelt Elementary School (Asst Principal) 2011-2012 - A Reading AMO Target Met with 54% satisfactory (Reading Target AMO was 48%) Math AMO Target Not Met with 53% satisfactory (Math Target AMO was 55%) 2010-2011- A - 100% AYP 2009-2010- A- 100% AYP 2008-2009- A - 100% AYP
Assistant Principal	Renee Poston	B.A. Elementary Education, M.Ed. Reading; Ed.S Educational Leadership; Certification in Elementary Education, Early Childhood, K-12 Reading, Education Leadership	16	25	2011-2012- B – Reading AMO Target Met with 54% satisfactory (Reading Target AMO was 48%) Math AMO Target Not Met with 53% satisfactory (Math Target AMO was 55%) 2010-2011- A - 79% AYP 2009-2010- B - 72% AYP 2008-2009 - B - 90% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Angela Harn	M.Ed. Elementary Reading and Literacy, B.A. Elementary Education, B.A. Exceptional Student Education (K-12); Certifications in Elementary Ed (K-6), ESE (K-12), ESOL Endorsement	In 3 rd year	In 3 rd year	<p>2011-2012 Reading Data</p> <p>School Grade B</p> <p>54% level 3 or above</p> <p>78% making learning gains</p> <p>83% bottom quartile making learning gains</p> <p>Reading AMO Target Met with 54% satisfactory (Reading Target AMO was 48%)</p> <p>2010-2011 Reading Data</p> <p>School Grade A</p> <p>69% level 3 or above</p> <p>63% learning gains</p> <p>60% bottom quartile learning gains</p> <p>79% AYP</p>

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Reading Coach	Jennifer Price	B.A. Primary Education (Pre-K – 3); Certification in Elementary Education K-6, Primary Education, Reading Endorsement, ESOL Endorsement	1 st year	1 st year	N/A
Math	Laurie Logroño	B.S. Elementary Education; Certification in Elem. Ed. 1-5, Integrated Middle School 5-9	In 3 rd year	In 3 rd year	<p>2011-2012 Math Data</p> <p>53% 3 and above</p> <p>74% learning gains</p> <p>55% BQ learning gains</p> <p>Learning gains total: 290</p> <p>Math AMO Target Not Met with 53% satisfactory (Math Target AMO was 55%)</p> <p>School grade B</p> <p>2010-2011 Math Data</p> <p>78% 3 and above</p> <p>81% learning gains</p> <p>77% BQ learning gains</p> <p>Learning Gains total: 281</p> <p>79% AYP</p> <p>School grade A</p>

Highly Qualified Teachers

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
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 teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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None	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.
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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 Full-time Teachers	% of Full-time Teachers with 1-5 Years of Experience	% of Full-time Teachers with 6-14 Years of Experience	% of Full-time Teachers with 15+ Years of Experience	% of Highly Qualified Teachers	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% ESOL Endorsed
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Expe- rience	rs of Expe- rience	Exp- erie- nce	ced De- gre- es	her s	ers	Te- ac- her s	Tea- cher s
30	28	31	41	49	1	1	1
% (0)	% (11)	% (12)	% (16)	% (19)	0 0 %	0 0 %	3 %
					(4)	(5)	(2 4)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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Sara Suarez	Beth Greenberg Anna Hasson	Sara Suarez is a seasoned elementary teacher with 27 years experience. This is her first mentoring year with the EET initiative. She has strengths in the areas of mentoring and strategies to increase student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work and data, developing assessments, conferencing and problem solving.
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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.

<p>Title I, Part A</p> <p>Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional</p>

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development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA

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<p>Nutrition Programs</p> <p>NA</p>
<p>Housing Programs</p> <p>N/A</p>
<p>Head Start</p> <p>We utilize information from students in Head Start to transition into Kindergarten.</p>
<p>Adult Education</p> <p>N/A</p>
<p>Career and Technical Education</p> <p>The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations</p>
<p>Job Training</p> <p>Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations</p>
<p>Other</p> <p>NA</p>

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

<p>School-Based MTSS/RtI Team</p>
<p>Identify the school-based MTSS Leadership Team.</p> <p>The school based PSLT includes the Principal, Assistant Principal, Guidance Counselor, School Psychologist, School Social Worker, Reading Coach, Math Resource Teacher, Reading Resource Teacher, ESE Teachers, SAC Chair, ELL Resource Teacher.</p>

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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The PSLT is considered the main leadership team in our school. The PSLT meets several times a month, either whole group or ad hoc, and utilizes the problem solving process to ensure high quality instruction and interventions matched to student needs. The PSLT utilizes performance level and learning rate over time to make data-based decisions that guide instruction. During our meetings the following takes place:

- Team oversees the multilayered model of service delivery- Tiers 1, 2, 3
- Analyze student data and recommend, coordinate and implement supplemental services that match students’ specific skill needs through:
 - Tutoring during the day, ELP during and after school, iii for Reading and Math, in class interventions
- Determine scheduling, curriculum materials and intervention resources; Complete resource map
- Determine school wide professional development needs
- Review and interpret school data
- Strengthen the Core Curriculum through effective implementation of PLCs, F-CIM and C-CIM
- Monitor and evaluate teacher fidelity at the end of each nine weeks utilizing the following:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.

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Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- Assist with planning, implementing and evaluating effectiveness of supplemental and intensive interventions with PLCs
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment

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- develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
- review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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

The SIP guides the work of the PSLT. The SAC Chair is a member of the PSLT and the PSLT has been involved with SIP development since the steps began at the end of the 2010-11 school year. We review the components of the SIP during each PSLT meeting and monitor the effectiveness of the strategies developed. The PSLT analyzes student data at all grades and in all subjects. We will use this data to make progress statements on the SIP at the end of the first, second and third nine weeks. The PSLT will communicate with and support the PLCs in implementing the strategies proposed in the SIP and through the PSLT. In addition, there is an additional PSLT member assigned to each grade. This member attends the PLC meetings and also assists with implementation of the SIP strategies. Information from the PLCs is reported to the PSLT to monitor student outcomes and strategy effectiveness.

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, APEI, Reading and Math Resource
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Binder	Reading Coach/ Reading PLC Facilitator
DRA, DAR, Running Records	Data Sheets	Reading Coach, Reading Resource
CELLA	Sagebrush (IPT)	ELL PSLT Representative

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

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database	PSLT/ Reading Coach
Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Database in Excel	PSLT/PLCs

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

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

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

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2011-2012 school year. PSLT members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. Through our PSLT and Title 1 funds, we have identified an RtI support person from the PSLT. This person is assigned to a grade level team but is not on that grade level. Our RtI supports receive additional training and are highly knowledgeable in analyzing data and implementing interventions in both academics and behavior.

As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation. The Area 1 RtI facilitator will also provide support to our school on an as needed basis.

Staff will meet weekly as part of their grade level PLC's to analyze student data. Teachers will have ongoing feedback form the MTSS Leadership Team throughout the year to ensure adequate support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The RLT serves as the schools' literacy PLC. The team is comprised of: Principal, Assistant Principal, Reading Coach, Reading Resource, Media Specialist, Reading Teachers, ESE lead, Grade level teachers who have demonstrated effective reading instruction as reflected through positive student reading gains
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a sub-set, or ad-hoc, of the PSLT. The principal is the chairperson. The Reading Coach is a member and provides training and extensive knowledge in reading instruction and intervention. The LLT monitors reading data and identifies whole group, small group and individual teacher professional development needs in the area of reading.
What will be the major initiatives of the LLT this year? <ul style="list-style-type: none">● Implementation and evaluation of the SIP reading strategies across the content area● Professional Development● Ongoing Data Analysis● Identification and implementation of research based, effective interventions in the areas of reading

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first *two* measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. ***Parents are provided with a letter from the Commissioner of Education, explaining the assessments.*** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms ***and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-***

created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment *will be* administered at the start and end of the VPK program. A copy of these assessments *will be* mailed to the school in which the child will be registered for kindergarten, enabling the child’s teacher to have a better understanding of the child’s abilities *from the first day of school*. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

N/A

***High Schools Only**

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. - Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum) -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation</p>	<p>1.1. Strategy Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. DI based on acceleration, enrichments, extensions and remediation. Students' comprehension of course content improves by participation in regular Checks for Understanding during and at the close of the lesson. Based on the checks for understanding, teachers persist</p>	<p>1.1. <u>Who</u> - 1.1 <u>Who</u> -Principal -APC -Reading Coach -Subject Area Leaders <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-through observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p>	<p>1.1. Teacher Level PLC Level PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Leadership Team Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1.1. - <u>3x per year</u> - FAIR On-going Progress Monitoring in comprehension <u>During the nine weeks</u> - Course unit assessments</p>		
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	<p>of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>in seeking an effective approach for students' needing assistance.</p> <p><u>Action Steps</u></p> <p>1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>2. As a Professional Development activity in their PLCs, teachers identify the following for each lesson objective: what the students will learn, how the learning connects to prior knowledge and the importance of learning (use resources such as Powerful Lesson Planning, Teach Like a Champion) PLCs identify the essential skills and develop essential questions.</p>	<p>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p> <p>-Monitoring data will be reviewed every nine weeks.</p> <p>-Classroom coverage provided for teachers to attend demonstration classrooms.</p> <p>-Teachers participate in regular faculty SIP reviews where teachers showcase effective communicating with students strategies and techniques.</p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week</u></p>			
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		<p>3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</p> <p>4. At the end of the unit, teachers give a <u>common assessment</u> identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers reflect on the data and discuss strategies that were effective. Teachers provide timely feedback to students and students use the feedback to enhance their learning.</p> <p>7. 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</p>	<p><u>Check</u></p>				
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		re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.					
<u>Reading Goal #1:</u> In grades 3-5, the percent of students scoring a Level 3 or higher on the 2013 reading FCAT will increase from 54% to 56%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	54%	56%					
		1.2					
		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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1.</p> <p>- Teachers are at varying skill levels with HOT (higher order questioning techniques).</p> <p>- PLC meetings do not focus on higher order questioning strategies for upcoming lessons.</p>	<p>2.1</p> <p>Strategy</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ reading comprehension will improve through participation in <u>HOT- Higher Order Thinking</u> in Reading, Language Arts, Science, Social Studies. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students will improve through participation in <u>Higher Order Questioning</u>. During the lesson, teachers frequently ask HOQ. They engage all students and students formulate many of the high-level questions to reflect increased understanding of the learning objective.</p>	<p>2.1.</p> <p><u>Who</u></p> <p>Administration Reading Coach</p> <p><u>How</u></p> <p>Pop Ins PSLT fidelity monitoring tool PLC logs</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>2.1.</p> <p>Teacher Level PLC Level</p> <p>Examine student work Analyze lesson plans in PLC to ensure rigor</p> <p>-With the Literacy Leadership Team, the Problem Solving Leadership Team 1) reviews FAIR OPM data to determine the percentage of students scoring medium to high</p> <p>PSLT Level</p> <p>-The PSLT will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>First Nine Week Check</u></p>	<p>2.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR</p> <p><u>During Nine Weeks</u></p> <p>Student work DRA Running Records Chapter tests</p>		
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		<p>-Differentiated Instruction</p> <p>DI based on acceleration, enrichments, extensions and remediation.</p> <p>-Master schedule includes reading enrichment for all grade levels</p> <p>-Implementation of Walk to Read in K-2</p>		<p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>			
<u>Reading Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students level 4 or higher will increase from 25% on the 2012 Reading FCAT to 27% in 2013.	25%	27%					
		2.2					
		2.3					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. See 1.1</p>	<p>3.1. Strategy See 1.1 <u>Action Steps</u> —</p>	<p>3.1. <u>Who</u> See 1.1 <u>How</u> — <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>3.1. See 1.1 <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>3.1. <u>2-3x Per Year</u> — See 1.1 <u>During Nine Weeks</u></p>		

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<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 78 points to 80 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>78</p> <p>Points</p>	<p>80</p> <p>Points</p>					
		<p>3.2</p>					
		<p>3.3</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>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1.</p> <ul style="list-style-type: none"> - Teachers at varying skills levels with the FCIM model. - Teachers' implementation of the FCIM model is not consistent across language arts and reading courses. - District mini lessons, mini assessments and District calendar do not always align with school student data. - Lack of common planning time to develop/ identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress 	<p>4.1.</p> <p>Strategy</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the FCIM strategy on identified tested benchmarks in reading and Language Arts classes.</p> <p><u>Action Steps</u></p> <p>1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.</p> <p>2. As a Professional Development activity in their PLCs, teachers identify (using District resources</p>	<p>4.1.</p> <p><u>Who</u></p> <p>Principal</p> <p>-APEI</p> <p>-Reading Coach</p> <p>-Reading Resource</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs</p> <p>-Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (<i>EET tool. The F-CIM strategy will be added to the form under Instructional Practices.</i>)</p> <p>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be</p>	<p>4.1.</p> <p>-PLCs will review mini-assessment data. Mini-assessment data recorded in PLC data base (excel spread sheet).</p> <p>-For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.</p> <p>-PLC facilitator will share data with the Problem Solving Leadership Team.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>4.1.</p> <p><u>3x per year.</u></p> <p>-FAIR__</p> <p><u>During nine weeks</u></p> <p>-Mini assessment data</p> <p>-School generated review nine week assessment (by course) of all mini skills covered during the nine weeks.</p> <p><u>During Nine Weeks</u></p>		
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	<p>monitoring.</p> <p>- Lack of common planning time to analyze mini lesson data.</p> <p>- Lack of understanding of when and how to implement the mini lessons within the District pacing guide.</p>	<p>and curriculum resources) and/ or develop mini lessons and mini assessments for benchmarks. PLCs will use a combination of District and school-generated mini assessments.</p> <p>4. Teachers implement the mini lessons and mini assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/ calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>7. At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in</p>	<p>used to monitor the implementation of the SIP strategies across the entire faculty.</p> <p>- Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the Reading Coach and Reading Resource teacher_</p> <p><u>How</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>				
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		the nine weeks. Based on, skills are moved to a maintenance or re-teaching schedule. 7. PLCs record their work in logs.					
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 83 points to 85 points.							
	83 Points	85 Points					
		4.2					
		4.3					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1. 	5A.1. See 1.1 and 4.1	5A.1. See 1.1 and 4.1	5A.1. See 1.1 and 4.1	5A.1. See 1.1 and 4.1		

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<p><u>Reading Goal #5A:</u></p> <p>The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 46% to 51%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Asian:</p> <p>46%</p>	<p>Asian:</p> <p>51%</p>					
		<p>5A.2.</p>	<p>5A.2</p>	<p>5A.2</p>	<p>5A.2</p>	<p>5A.2</p>	
		<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.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>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1.</p>	<p>5B.1. Strategy See 5A.1 <u>Action Steps</u></p>	<p>5B.1. <u>Who</u> See 5A.1 <u>How</u> First Nine Week Check <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>5B.1. See 5A.1 <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>5B.1. <u>2-3x Per Year</u> <u>During Nine Weeks</u></p>		
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<p><u>Reading Goal #5B:</u></p> <p>Goal Met</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></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 Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
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<p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 40% to 46%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>40%</p>	<p>46%</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>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<p>Reading Goal #5D:</p> <p>■</p> <p>■</p> <p>■</p> <p>Goal Met</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		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

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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**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 Administration	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Teachers at all grade levels	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) October Early Release and ongoing	Strategy for Follow-up/Monitoring PLC logs, PSLT logs	Person or Position Responsible for Monitoring Administration
Differentiated Instruction	All	PLC facilitators , Resource Teachers and Administration	Teachers at all grade levels	September PLC and ongoing bimonthly	PLC logs	Administration
Use of FCIM						

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)).

<p>Elementary School Mathematics Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</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 Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check 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>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. - Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional</p>	<p>1.1. Strategy Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. Based on data, teachers discuss DI strategies that were effective. Students' comprehension of course content improves by participation in regular Checks for Understanding during and at the close of the lesson. Based on the checks for understanding, teachers persist in seeking an effective approach for students'</p>	<p>1.1. <u>Who</u> -Principal -APEI -Math Resource -Subject Area Leaders <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that</p>	<p>1.1. Teacher Level PLC Level PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PSLT Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Week Check</u></p>	<p>1.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Chapter Tests -Benchmark mini assessments <u>During Nine Weeks</u></p>		
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	<p>training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>needing assistance.</p> <p><u>Action Steps</u></p> <p>1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>2. As a Professional Development activity in their PLCs, teachers</p> <p>As a Professional Development activity in their PLCs, teachers identify the following for each lesson objective: what the students will learn, how the learning connects to prior knowledge and the importance of learning (use resources such as</p>	<p>includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. - Monitoring data will be reviewed every nine weeks.</p> <p><u>How</u></p>	<p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>			
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		<p>Powerful Lesson Planning, Teach Like a Champion)</p> <p><u>Action Steps</u></p> <p>1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based DI best-practice strategies. In addition, math teachers visit math demonstration classrooms where DI is emphasized. PLCs identify the essential skills and develop essential questions.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating</p>					
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		<p>DI strategies from their PLC discussions.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. 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.</p> <p>8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>-Classroom</p>					
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		<p>coverage provided for teachers to attend demonstration classrooms.</p> <p>-Teachers participate in regular faculty SIP reviews where teachers showcase effective communicating with students strategies and techniques.</p> <p>9. PLCs record their work in logs.</p>					
<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percent of students scoring a Level 3 or higher on the 2013 math FCAT will increase from 53% to 55%.							
	53%	55%					
		1.2					
		1.3					

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

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1.</p> <p>Teachers are at varying skill levels with HOT (higher order questioning techniques).</p> <p>- PLC meetings do not focus on higher order questioning strategies for upcoming lessons</p>	<p>2.1</p> <p>Strategy</p> <p><u>Action Steps.</u></p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ reading comprehension will improve through participation in Higher Order Questioning.</p> <p>During the lesson, teachers frequently ask HOQ. They engage all students and students formulate many of the high-level questions to reflect increased understanding of the learning objective.</p> <p><u>Action Steps</u></p> <p>Walk-throughs to determine data for 1) student use of higher level questions vs. lower level questions and 2) teacher use</p>	<p>2.1.</p> <p><u>Who</u></p> <p><u>How</u></p> <p><u>Who</u></p> <p>-Administration Team</p> <p>-Math Resource</p> <p>-Subject Area Leaders</p> <p><u>How</u></p> <p>-HCPS Informal Observation Pop-In Form (EET tool) <i>(which has HOTS as a strategy listed on the form.)</i></p> <p>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. <u></u></p> <p><u>First Nine Week Check</u></p>	<p>2.1.</p> <p>Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Literacy Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>2.1.</p> <p><u>3x per year (Reading)</u></p> <p>- FAIR <u></u></p> <p><u>Semester Exams (All Content Areas)</u></p> <p><u>During the nine weeks</u></p> <p>-Student work</p> <p>-Chapter tests</p> <p><u>During Nine Weeks</u></p>		
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		of higher level questions vs. lower level questions.	<u>Second Nine Week Check</u>				
			<u>Third Nine Week Check</u>				
<u>Mathematics Goal #2:</u> The percentage of students earning a level 4 or 5 on FCAT Math will increase from 16% to 18% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	16%	18%					
		2.2					
		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		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1. See 1.1</p>	<p>B.1. Strategy See 1.1 <u>Action Steps</u></p>	<p>B.1. <u>Who</u> See 1.1 <u>How</u> First Nine Week Check <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>B.1. See 1.1 <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>B.1. <u>2-3x Per Year</u> See 1.1 <u>During Nine Weeks</u></p>		
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<p><u>Mathematics Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Math will increase from 74 points to 76 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>74 Points</p>	<p>76 Points</p>					
		<p>B.2</p>					
		<p>B.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 Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check 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><u>Mathematics Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 55 points to 57 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>55 Points</p>	<p>57 Points</p>					
		<p>4.2</p>					
		<p>4.3</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>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							

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<u>Math Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. White: N Black: N Hispanic: N Asian: Y American Indian: N/A	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1		

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<u>Math Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 49% to 54%.</p>							
<p>The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from _43% to 49%.</p>							
<p>The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from _54% to _59%.</p>							

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	White: 49%	White: 54%					
	Black: 43%	Black: 49%					
	Hispanic: 54%	Hispanic: 59%					
	Asian: Y	Asian: Y					
	American Indian: n/a	American Indian: n/a					
		5A.2					
		5A.3					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity 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>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5B.1. See 1.1</p>	<p>5B.1. Strategy See 1.1 <u>Action Steps</u></p>	<p>5B.1. <u>See 1.1</u> — <u>Who</u> <u>How</u> — <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u> —</p>	<p>5B.1. See 1.1 <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>5B.1. <u>2-3x Per Year</u> — <u>During Nine Weeks</u></p>		
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<u>Mathematics Goal #5B:</u>	<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 48% to 53%.	48%	53%					

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.1.	
		Strategy	<u>Who</u>		<u>2-3x Per Year</u>		
			<u>How</u>				
		<u>Action Steps</u>					
			<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
			<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>			
			<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>			

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		5B.3. Strategy	5B.3. <u>Who</u>	5B.3.	5B.3. <u>2-3x Per Year</u>	5B.3.	
		<u>Action Steps</u>	<u>How</u>				
			<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
			<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>			
			<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>			
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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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 53% to 58%.	53%	58%					

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		<p>5C.2. Teachers level in utilizing ESOL strategies in Math instruction</p> <p>Students need for expanded Math vocabulary knowledge</p>	<p>5C.2. Strategy</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary acquisition will improve through the implementation of appropriately leveled, vocabulary development lessons across all content areas.</p> <p><u>Action Steps</u></p>	<p>5C.2. <u>Who</u></p> <p><u>Who</u></p> <ul style="list-style-type: none"> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <p><u>How</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (<i>EET tool</i> – <p><u>How</u></p> <p>—</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>5C.2.</p> <p>meet with PSLT to review performance data and progress of ELLs (inclusive of LFs)</p> <p>PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>5C.2. <u>2-3x Per Year</u></p> <p>5C.1</p> <ul style="list-style-type: none"> -FAIR -CELLA <p><u>During the nine weeks</u></p> <p>-Core curriculum end of core common unit/ segment tests</p> <p>—</p> <p><u>During Nine Weeks</u></p>	
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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
				<u>Who</u>	<u>Third Nine Week Check</u>	<u>2-3x Per Year</u>	
				<u>How</u>			
				<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>	
				<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>		
				<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>		

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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		
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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Goal met							

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		5D.2. Strategy	5D.2. <u>Who</u>	5D.2.	5D.2. <u>2-3x Per Year</u>	5D.2.	
			<u>How</u>				
		<u>Action Steps</u>					
			<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
			<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>			
			<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>			

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		5D.3. Strategy	5D.3. <u>Who</u>	5D.3.	5D.3. <u>2-3x Per Year</u>	5D.3	
		<u>Action Steps</u>	<u>How</u>				
			<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
			<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>			
			<u>Third Nine Week Check</u>	<u>Third Nine Week Check</u>			

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

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

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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 Math Resource	PD Participants (e.g. , PLC, subject, grade level, or school-wide) All Math teachers	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) Began August 2011 and ongoing	Strategy for Follow-up/Monitoring Pop Ins; Informal Walkthroughs	Person or Position Responsible for Monitoring Administration; Math Resource
Go Math curriculum	All					

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1.</p> <p>Not all teachers 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 order questioning, etc.</p> <p>-Not all PLC meetings include regular discussion of</p>	<p>1.1. Tier 1 –</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge.</p> <p>To achieve this goal, science teachers will increase the number of <u>inquiry based instruction</u> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.</p> <p><u>Action Steps</u></p> <p>1. Teachers will attend District Science training and share information with their</p>	<p>1.1.</p> <p><u>Who</u></p> <p>Principal, AP, PSLT</p> <p>Science Teachers</p> <p><u>How Monitored</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>- Evidence of strategy in teachers’ lesson plans seen during administrative walk-throughs.</p> <p>-Classroom walk-throughs observing inquiry based instruction. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p> <p><u>How</u></p>	<p>1.1.</p> <p>Teacher Level</p> <p>PLC Level</p> <p>Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PSLT Level</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>First Nine Week Check</u></p>	<p>1.1.</p> <p><u>2-3x Per Year</u></p> <p>District-level baseline and mid-year tests</p> <p><u>During the nine weeks</u></p> <p>- Mini Assessments</p> <p>-Unit assessment</p> <p><u>During Nine Weeks</u></p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>student data and/or the implementation of the inquiry model.</p> <p>-Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>PLCs.</p> <p>2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time As a Professional Development activity in their PLCs, teachers identify the following for each lesson objective: what the students will learn, how the learning connects to prior knowledge and the importance of learning (use resources such as Powerful Lesson Planning, Teach Like a Champion)</p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>			
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		<p>4. PLC teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss inquiry based instruction strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>9. PLCs record their work in the PLC logs.</p> <p>Strategy:</p> <p>Professional Development Training for teachers in National Geographic curriculum</p> <p><u>Action Steps</u></p> <p>Science contacts attend trainings and bring back to staff</p>					
<p><u>Science Goal #1:</u></p> <p>The students scoring proficient in science will increase from a 37% to 39% in 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>37%</p>	<p>39%</p>					
		<p>1.2</p>					

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		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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1.</p> <p>- Teachers are at varying skill levels with Costas (higher order questioning techniques).</p> <p>- PLC meetings do not focus on higher order questioning strategies for upcoming lessons.</p> <p>- Administrators are at varying skill levels with identification of HOTS/ Costas level questioning</p>	<p>2.1</p> <p>Strategy</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ science skills will improve through participation in Costas Level Questioning</p> <p>As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students.</p> <p>Action Steps.</p> <p>1. Science teachers attend on-going HOT training provided by the Science contacts and Resource teachers</p> <p>3. PLCs write</p>	<p>2.1.</p> <p><u>Who</u></p> <p>Administration Team</p> <p>-Science Contacts</p> <p>-Reading Coach</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-Classroom walk-throughs observing this strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty</p> <p><u>How</u></p>	<p>2.1.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>2.1.</p> <p><u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>		
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		<p>SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>4. As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons.</p> <p>5. Teachers implement the targeted higher order questioning strategies</p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>				
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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The students scoring Achievement Levels 4 or 5 in science will increase from 2% to 4% in 2013.	2%	4%					

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		2.2.	2.2.	2.2.	2.2.	2.2.	
		Strategy	<u>Who</u>		<u>2-3x Per Year</u>		
		<u>Action Steps</u>	<u>How</u>				
			<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
			<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>			
			<u>Third Nine Week Check</u>				
				<u>Third Nine Week Check</u>			

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		2.3	2.3	2.3	2.3	2.3	
		Strategy	<u>Who</u>		<u>2-3x Per Year</u>		
		<u>Action Steps</u>	<u>How</u>				
			<u>First Nine Week Check</u>	<u>First Nine Week Check</u>	<u>During Nine Weeks</u>		
			<u>Second Nine Week Check</u>	<u>Second Nine Week Check</u>			
			<u>Third Nine Week Check</u>				
				<u>Third Nine Week Check</u>			

Science Professional Development

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

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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
Science Standards	K-5	Science contacts	All teachers K-5	Professional Study Days	Pop-ins; walkthroughs; Formative; NG assessments; CIM	Principal; Assistant Principal
National Geographic	K-5	Science contacts	All teachers K-5	PSD; October and February faculty trainings	Pop-Ins; Formative; NG assessments; CIM	Principal; Assistant Principal

End of Science Goals

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Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric.</p> <p>- Teachers new to Language Arts may not have FCAT Writing training</p> <p>- Teachers do not have confidence using holistic scoring methods</p> <p>- Teachers lack sufficient time to score student papers</p> <p>- Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing</p>	<p>1.1. Strategy</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. Differentiated Instruction and effective scoring methods utilizing rubrics.</u></p> <p>Use of writing conferencing with individual students.</p> <p><u>Action Steps</u></p> <p>1. As a Professional Development activity, teachers new to the profession and/or content area are required to attend district level trainings.</p> <p>2. As a</p>	<p>1.1. <u>Who</u></p> <p>Administration</p> <p><u>How Monitored</u></p> <p>- PLC logs turned into administration. Administration provides feedback.</p> <p>- Classroom walk-throughs observing this strategy.</p> <p>- Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-HCPS Informal Observation Pop-In Form (EET tool).</p> <p>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p> <p><u>How</u></p>	<p>1.1. Teacher Level</p> <p>PLC Level</p> <p>PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.</p> <p>PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt.</p> <p>PSLT Level</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1. <u>2-3x Per Year</u></p> <p>Student monthly demand writes, student daily drafts, conferencing notes</p> <p><u>During Nine Weeks</u></p>	
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		<p>Professional Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs.</p> <p>3. 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>4. 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>5. PLCs record their work in the PLC logs.</p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>			
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<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The students scoring at Achievement level 3.0 or higher in writing will increase from 79% to 81% in 2013.							
	79%	81%					
		1.2					
		1.3					

Writing/Language Arts Professional Development

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

Please note that each Strategy does not require a

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professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Writing Contact	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
Conferencing	all		Writing teachers at all grades	Monthly in PLCs	Walkthrough; Demand Writes	Administration
Rubric Elaboration	2-5 3-4	District Writing Contact	All needing training or update 3 rd and 4 th teachers	When scheduled-annual Ongoing in PLC	Conferencing; review of scored prompts PLC logs; Pop Ins; prompts	Administration Administration

End of Writing Goals

Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1. Teachers find it difficult to find the time to monitor attendance Inconsistency with completion of attendance referrals Incentives have not been shown to have dramatic increase on attendance and tardies</p>	<p>1.1. 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 school wide attendance initiatives</p>	<p>1.1. DP will run Attendance/Tardy meetings every 20 days with appropriate reports Social Worker will keep data base Guidance Counselor</p>	<p>1.1. Administration Team and subset of PSLT will examine data monthly</p>	<p>1.1. Attendance Report Tardy Report Attendance Plan</p>		
<p><u>Attendance Goal #1:</u> Students attendance will increase from 94.67% to 95% in 2013.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					

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	94.67	95.00					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	59	53					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	121	109					

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		<p>1.2. BE a HERO-here, every day, ready on time program with incentives will be implemented and parents will be notified and contacted by administration for chronic tardies and unexcused absences</p> <p>2. Pull random names on the morning show; If student called on time come to Media Center for a prize</p> <p>3. Provide parents research that describes the impact of tardies on instruction</p>	<p>1.2. PSLT Attendance subcommittee will identify effective incentives and develop criteria and plan for implementation.</p> <p>When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies</p>	<p>1.2. See 1.1</p>	<p>1.2. See 1.1</p>	<p>1.2.</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic 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
Strategies to improve attendance	All	Guidance Counselor and Social Worker	All staff	Ongoing	Monitor attendance	Adminstration Social Worker

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>1. Suspension</p>	<p>1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1. Classroom Management Strategies will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations</p>	<p>1.1. Administration Team Guidance PSLT “behavior” subgroup</p>	<p>1.1. PSLT “behavior” subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly</p>	<p>1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data</p>		
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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
<p>1. The total number of In-School Suspensions will decrease by 10%.</p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.__</p>	<u>In -School Suspensions</u>	<u>In- School Suspensions</u>					
	3	2					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	3	2					

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	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	9	8					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	7	6					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Character Ed training	All	Various	School Wide	Quarterly	Decrease in suspension rates	Principal

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Faculty Meetings All Various School-Wide Quarterly Decrease in suspension rates Principal

End of Suspension Goals

Health and Fitness Goal(s)

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

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

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<p>1. Health and Fitness Goal</p>	<p>1.1. -time constraints for physical exercise -lack of exposure to outside activity and organized sports</p>	<p>1.1. students will engage in the equivalent of one class period per day of physical education</p>	<p>1.1. Administration Walkthroughs</p>	<p>1.1.. Pop Ins Class schedules</p>	<p>1.1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health</p>		
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<u>Health and Fitness Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
During the 2012-2013 school year, the number of students scoring within the healthy fitness zone on the pacer for assessing aerobic capacity and cardiovascular health will increase from 40% on the pre-test to 50% on the post test.							
	40%	50%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PE Coach	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
Healthy Habits and Physical Movement strategies	All		All homeroom teachers	November faculty and ongoing	Pop Ins	PE Teacher Administration

Continuous Improvement Goal(s)

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

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

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<p>1. Continuous Improvement Goal</p>	<p>1.1. Time to work in vertical teams and build relationships with staff outside of your grade level</p> <p>Pressure of high stakes environment</p>	<p>1. Time will be allocated during faculty meetings and other available times to build relationships among staff and share ideas</p> <p>Principal will investigate and utilize team building strategies</p> <p>Create vertical teams that will sit together every faculty meeting and be assigned team building activities aligned with the school</p>	<p>1.1. <u>Who</u></p> <p>Principal</p> <p><u>How</u></p> <p>- Administration will review feedback forms and share with others</p>	<p>1.1. PLST will examine the feedback from all PLCs</p>	<p>1.1. PLC Facilitators will provide feedback</p> <p>Staff surveys created by Administration</p>		
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		Character Education plan					
<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)” will increase from 60% in 2012 to 75% in 2013.							
	56.5%	75%					
		1.2. Time and coverage to visit other rooms to see what their peers are doing. They will give feedback regarding positive things learned.	1.2. Model classrooms Schedule will be posted in teacher workroom Teacher may request coverage from administration Teachers may earn comp time if observing during planning or lunch	1.2. Model Classroom form submitted to administration	1.2 Review forms and discuss in PSLT and PLCs.	1.2. Survey staff by Administration	

		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 Administration	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
Building Relationships	All		All teachers in vertical PLCs and mixed groups	Ongoing	Survey staff and analyze information and feedback in PSLT	Administration

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

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<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> 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>N/A</p>						
		A.2.	A.2.	A.2.	A.2.	A.2.	

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		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		
<u>Reading Goal B:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A						
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>1.1. Improving the proficiency of ELL students at our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with CALLA. To address this barrier, the school will schedule professional development training delivered by the school's ERT.</p>	<p>1.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p><u>Action Steps</u></p> <p>-Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all K-5th grade teachers on how to embed CALLA into core content lessons.</p>	<p>1.1. <u>Who</u></p> <p>-School based Administrators -District Resource Teachers -ESOL Resource Teacher</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction"</p> <p>-ERT or DRT coaching support for teachers.</p>	<p>1.1. <u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>1.1. -FAIR -CELLA -DRA2</p> <p><u>During the Grading Period</u></p> <p>-District Form A assessments in Reading.</p>	
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<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 37% to 39%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>37%</p>					
		<p>1.2. -Teachers implementation of CALLA is not consistent across grade levels.</p>	<p>1.2. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p>	<p>1.2. <u>Who</u> -School based Administrators -District Resource Teachers -ERT</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction.</p>	<p>1.2. -FAIR -CELLA -DRA2 <u>During the Grading Period</u> -District Form A assessments in Reading.</p>

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		<p>1.3</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data teachers will differentiate instruction to remediate/enhance instruction.</p>	<p>1.3.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ERT</p>	<p>1.3.</p> <p><u>Leadership Team Level</u></p> <p>-Data is used to drive teacher support and student supplemental instruction. __</p> <p>-ERTs meet with RTI and/or PSLT teams to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>1.3.</p> <p>-FAIR</p> <p>-CELLA</p> <p>-DRA2</p> <p><u>During the Grading Period</u></p> <p>-District Form A assessments in Reading.</p>	<p>1.3.</p>
<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. Improving the proficiency of ELL students at our school is of high priority. -The majority of the teachers are unfamiliar with A+RISE strategies. To address this barrier, the school will schedule professional development training delivered by the school's ERT.</p>	<p>2.1. ELLs (LYs/LFs) comprehension of course content/standard increases in all academic areas through the use of the district's online program A+RISE located in IDEAS under Programs for ELL. <u>Action Steps</u> -ESOL Resource Teacher (ERT) provides professional development to all K-5th grade teachers on how to access A+RISE strategies for ELLs & use them during core content lessons. -District Resource Teachers (DRTs) provide professional development to ERTs for proficient use of A+RISE strategies and CALLA.</p>	<p>2.1. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teacher - <u>How</u> -Administrative and ERT walk-throughs using ESOL strategies checklist.</p>	<p>2.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Grade Level Teams, Reading Resource, Reading Coach, and Math Resource PLCs on a rotating basis to assist with the analysis of ELLs performance data. <u>Leadership Team Level</u> -FAIR Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RTI and/or PSLT teams to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>2.1. -FAIR -CELLA -DRA2 <u>During the Grading Period</u> -Core curriculum end of common unit/segment tests with data aggregated for ELL performance. -District Form A assessments in Reading.</p>	
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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 31% to 33%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>31%</p>					
		<p>2.2.</p> <p>-Teachers implementation of A+RISE strategies are not consistent across core courses and/or grade levels.</p> <p>2.3</p> <p>-Lack of understanding teachers can provide ELL accommodations beyond SAT & FCAT testing.</p>	<p>2.2.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data teachers will differentiate instruction to remediate/enhance instruction.</p>	<p>2.2.</p> <p>Who</p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teacher</p> <p>How</p> <p>-Administrative and ERT walk-throughs using ESOL strategies checklist.</p>	<p>2.2.</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>2.2.</p> <p>-FAIR</p> <p>-CELLA</p> <p>-DRA2</p>

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		<p>2.3</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>2.3</p> <p><u>Who</u></p> <ul style="list-style-type: none"> -School based Administrators -ESOL Resource Teachers <p><u>How</u></p> <ul style="list-style-type: none"> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the ESOL Strategies Checklist can be used as walk-through forms, look for RTI interventions being used. 	<p>2.3</p> <p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>2.3</p> <ul style="list-style-type: none"> -CELLA -FCAT <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> -Core curriculum end of core common unit/ segment tests 	<p>2.3</p>
<p>Students write in English at grade level 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>E. Students scoring proficient in Writing.</p>	<p>2.1. -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.</p>	<p>2.1. ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>2.1. <u>Who</u> -School based Administrators -ESOL Resource Teachers</p> <p><u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the ESOL Strategies Checklist can be used as walk-through forms, look for RTI interventions being used.</p>	<p>2.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>2.1. -CELLA Writing -Hillsborough Writes -FCAT Writing</p> <p><u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests</p>	
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CELLA Goal #E:	2012 Current Percent of Students					
	<u>Proficient in Writing</u>					
<p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 34% to 36%.</p>						
		<p>2.2. -Teachers need support in drilling down their core assessments to the ELL level.</p> <p>2.3. -Teachers implementation of A+RISE strategies are not consistent across core courses and/or grade levels.</p>	<p>2.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in all academic areas when teachers are working collaboratively to focus on ELL student learning and structure their way of working with ELL students.</p>	<p>2.2. Who -School based Administrators -ESOL Resource Teachers -PLC Facilitators</p> <p>How PLC logs (with specific ELL information) for like courses/grades.</p>	<p>2.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Grade Level Teams, Reading Resource, Reading Coach, and Math Resource PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>Leadership Team Level -FAIR Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RTI and/or PSLT teams to review performance data and progress of ELLs (inclusive of LFs</p>	<p>2.2. -CELLA Writing -Hillsborough Writes -FCAT Writing</p> <p>During the Grading Period -Core curriculum end of core common unit/ segment tests</p>

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		<p>2.3.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data teachers will differentiate instruction to remediate/enhance instruction.</p>	<p>2.3.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teacher</p> <p>-</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using ESOL strategies checklist.</p>	<p>2.3.</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>2.3</p> <p>-CELLA Writing</p> <p>-Hillsborough Writes</p> <p>-FCAT Writing</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</p>	<p>2.3</p>
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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	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?			

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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	F.1.	F.1.	F.1.	F.1.	F.1.		
<p>Mathematics Goal F: 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>N/A</p>						
		F.2.	F.2.	F.2.	F.2.	F.2.	

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		F.3.	F.3.	F.3.	F.3.	F.3.	
<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		

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<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Enter narrative for the goal in this box.							
	N/A						
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase						
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	Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		

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<u>Science Goal J:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	N/A	<i>Enter numerical data for expected level of performance in this box.</i>	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						

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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		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u></p> <p>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>					
	N/A						

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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)

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

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<p><u>STEM Goal #1:</u></p> <p>Implement a Problem Solving Investigation, Problem of the Week for students in grades K-5. This is a grade level specific math question based on problem solving that students will be encouraged to answer each week.</p>	<p>1.1.</p> <p>Students not participating in this optional activity.</p> <p>Funding for the incentive tags.</p> <p>Motivation for students.</p>	<p>1.1.</p> <p>Title 1 funds will be used to purchase incentive tags and beads.</p> <p>Math resource teacher will use a specific area to post the question each week.</p> <p>Math resource teacher will determine the question to be used and be responsible to check the process of the responses.</p> <p>Students will be recognized for their efforts each week and quarterly.</p>	<p>1.1</p> <p>Math resource teacher</p> <p>Classroom teachers</p> <p>Administration</p>	<p>1.1.</p> <p>Math resource teacher will evaluate the number of students participating as well as the number of students with the correct responses.</p>	<p>1.1.</p> <p>Students earn PSI:POW tags to show they have participated in the program. They earn a different color bead each week to dictate the problem solving steps they used to get to their answer.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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**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
Math Problem Solving techniques	K-5 Math	Math Resource Teacher	K-5 teachers, PLC's	ongoing	PLC discussions, administrative walk-throughs	Math Resource Teacher, Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define 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><u>CTE Goal #1:</u></p> <p>Increase the number of Great American Teach In speakers for the 2012-2013 school year. With this increase, we would like to also increase the diversity of the speakers as well.</p>	<p>1.1.</p> <p>Getting parents to volunteer.</p> <p>Getting the community to participate.</p> <p>Making sure the teachers are comfortable with students having guest speakers.</p>	<p>1.1.</p> <p>Reaching out to community members and parents to invite them to participate in the Great American Teach In.</p>	<p>1.1</p> <p>Compare speakers from previous years to 2012-2013 school year speakers</p> <p>Administration</p>	<p>1.1</p> <p>Determine if the goal was met</p>	<p>1.1.</p> <p>Gather feedback from students in informal setting.</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

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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**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)		
n/a						

End of CTE Goal(s)

Differentiated Accountability *N/A*

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Attendance –goal #1	Attendance programs and student incentives	\$507.44	
Science – goal #1	Science tools (not needed due to Hess Grant)		
See Title 1 Parent Involvement Plan	Parent Involvement	\$0.00	\$0.00

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School Improvement Coordinator	Assisting with Running Club and Writing Incentive Parties – Health & Fitness/Writing Goals	\$413.66	
Final Amount Spent			