FLORIDA DEPARTMENT OF EDUCATION

LUTZ ELEMENTARY
2012-2013

School Improvement Plan (SIP)
Form SIP-1

<div align="center">

2012-2013 SCHOOL IMPROVEMENT PLAN

</div>

PART I: SCHOOL INFORMATION

School Name: Lutz Elementary	District Name: Hillsborough
Principal: Mary Fernandez	Superintendent: Mary Ellen Elia
SAC Chair: Julie HIltz	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Mary Fernandez	BA Elem Ed	17	17	

		MS Ed Leadership Gifted, ESOL			09-10 Lutz Elementary Grade A AYP= 100% 10-11 Lutz Elementary Grade A AYP=85% 11-12 Lutz Elementary Grade A
Assistant Principal	Lori Branham	BA Elem Ed MS Ed Leadership ESOL BA Physical Ed	1	1	09-10 Lutz Elementary Grade A AYP= 100% (teacher) 10-11 Lutz Elementary Grade A AYP=85% (Asst. Principal) 11-12 Lutz Elementary Grade A

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Melanie Alsum	Elem Ed ESOL	1	1	09-10 McKitrick Elementary Grade A 10-11 McKitrick Elementary Grade A 11-12 McKitrick Elementary Grade A

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	

3.	Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
4.	District Mentor Program	District Mentors	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
0	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	(6) 11%	(2) 3%	(23) 45%	(20) 39%	(18) 35%	(47) 92%	(2) 3%	(4) 6%	(32) 62%

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
Christina Aponte	Brian Cunningham	Teacher is new to school 2nd year teacher Mentor is provided through EET	60 min per week – review of EET domains
Renee Best-Longell	Jeffrey Young	Teacher is new to school Mentor is in Ed Leadership Cadre II	Weekly meetings - activities to include learning the culture and students
Christina Aponte	Kimberly Caso	Teacher is 1st year teacher Mentor is provided through EET	90 minutes per week Review of EET domains
Renee Best-Longell	Diane Bereznay	Teacher is new to school Mentor is Ed Leadership Cadre II	Weekly meetings – activities to include learning the culture and students
Renee Best Longell	Courtney Hartman	Teacher is new to school Mentor is Ed Leadership Cadre II	Weekly meetings – activities to include learning the culture and students
Christina Aponte	Christine Johnston	Teacher is a 1st year teacher Mentor is Provided through EET	90 minutes per week – review of EET domains

Additional Requirements N/A

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless

Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based RtI Leadership Team. The RtI Leadership team (Problem Solving Leadership Team – PSLT includes: • Mary Fernandez, Principal • Lori Branham, Assistant Principal/ELP Coordinator/ELL Representative • Diana Ernest, Guidance Counselor • Renee Petrie, School Psychologist • Rosemary Brewer, Social Worker • Melanie Alsum, Reading Coach • Ethome Hishmeh, ESE Specialist • Brian Cunningham, Rachel Schwitters and Ligia Grams, ESE Resource Teachers • James Trubilla and Sonya Carnahan, ESE Teachers • Jenny Scchitano Speech Resource Teacher • Terri Burgess, Lisa Hoffman, Brianna Collins, Victoria Morse, Stacy Terzino, Kristen Sabina, Grade level PLC Representatives, K-5 • Julie Hiltz, SAC Chair

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

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

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

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
    - Tutoring during the day in small group pull-outs in reading, math and science
    - Extended Learning Programs during and after school
    - Intensive Reading and Math classes
    - Create, manage and update the school resource map
    - 30 Minutes of Daily RTI for every student in the school
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
    - Implementation and support of PLCs
    - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
    - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
    - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-2012 school year and during preplanning for the 2012-2013 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem

Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the Academic Vertical Team Chairs will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The Academic Vertical Team Chairs will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. 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.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - review and analyze screening and collateral data
  - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
  - develop and target interventions based on confirmed hypotheses
  - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
  - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
  - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
  - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

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

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, Grade Level Teams and individual teachers
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
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, PSLT
EASY CBM	Reports from program	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)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted	School Generated Database in Excel	PSLT/ ELP Facilitator

curriculum resource materials)		
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** *(see below)*	School Generated Database in Excel	PSLT/PLCs
EASY CBM	Reports from program	Individual Teachers and PSLT

*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 and update trainings at each faculty meeting. 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.

Monthly updates are provided at Faculty Meetings on aspects of MTSS (data sorts, progress monitoring strategies etc.)

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 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.

Describe plan to support MTSS.

Our school has initiated a school wide schedule RTI time for all students. Every student participates in daily 30 minutes of RTI addressing needs that extend, enrich or reteaches the core curriculum. PSLT meets bimonthly to review data from Tier 2 and 3 groups and plans for students further needs

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.
What will be the major initiatives of the LLT this year? • Implementation and evaluation of the SIP reading strategies across the content areas • Professional Development • Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas • Data analysis (on-going) • Implement K-12 Reading Plan The major initiatives will be to implement student checks of understanding

NCLB Public School Choice
  • **Supplemental Educational Services (SES) Notification**

Elementary Title I Schools Only: Pre-School Transition   N/A

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

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
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). Reading Goal #1: **In grades 3 – 5, the percentage of Standard Curriculum Students scoring a level 3 or higher on the 2013 FCAT Reading will increase from 75% to 77%** **Kindergarten ,First and Second Grade Reading Goal** **Kdg based on DRA** **1st and 2nd based on SAT-10**	2012 Current Level of Performance:* **75%** **2nd Grade Reading Comprehension 59%** **1st Reading Comprehension 59%** **KDG 66% on DRA Level 3**	2013 Expected Level of Performance:* **77%** **2nd grade Reading Comprehension 62%** **1st Grade Reading Comprehension 62%** **KDG 70% on DRA Level 4**	1.1. 1.Lack of professional development 2. Manpower 3. Organization	For each content area on the SIP, there is a vertical team lead by the content contact for the team. The team leader provides Professional Development, shares research and information from the district, provides parent trainings in the content area, and organize all elements of the vertical team to then turn into administration to provide feedback. Each month the vertical team meets to share research and progress of implementation of strategies on the SIP. Then each vertical team shares out with the entire faculty a	1. Reading Vertical members 2. Classroom teachers 3. Administrators Tools: -Walkthroughs -EET Observations -Notebooks containing minutes from meetings -Exit slips/surveys - Teacher feedback - Grade Level will use a Checklist based on Strategies listed	After FAIR, each grade level participates in a data chat with PSLT and reading coach. Bi-Monthly grade level team data chats occur. In the meeting, a representative from the PSLT facilitates a discussion and review of common assessment data from the team. Teachers discuss trends across the grade level as well as student level data. Each team has an ESE consultant to help support teachers in meeting students' needs base on academics and behavior. Student level data is discussed to determine progress of groups of students and individual students.	2-3xs a year: FAIR DRA Form A and B Teacher made tests During the grading period: -Common Assessment identified in the PSLT notebook which can include fluency checks, EZCBM for Tier 2 students, Treasures on an ongoing basis, etc.

				reflection of the work. The following strategies will be used: 1. Expose students to more rigorous text and HOT questions related to that text. 2. Grade levels will identify examples of text 3.PLCs will design ;lesson plans monthly that target HOT and reading strategies 4. PLCs will create assessments to measure students' depth of knowledge 5. Lessons will be implemented in reading instruction weekly		See Fidelity Rubric in MTSS/RTI Section	
			1.2.	1.2. **<u>Cross Content Strategy</u>** **<u>Acting on the Data through Differentiated Instruction</u>** This strategy is based on the book, **<u>Successful Teaching in the Differentiated Classroom</u>** which is trained in our district. **<u>Strategy/Task</u>** Student achievement improves when teachers use	1.2. See1.1	1.2. See1.1	1.2. See1.1

			on0going student data to differentiate instruction in the following ways: 1.Content2.Process 3. Products / Performances 4. Learning environment **Actions/Details** Within PLCs Before Instruction and During Instruction of new Content 1. Teachers use student data, interests and learning styles to plan DI lessons 2. Teachers work to improve DI lessons 3. Using data teachers regroup Daily through RTI groups 4. Students are involved in flexible RTI groups **After**			

				Instruction 1.Teachers reflect and discuss the outcomes of their DI lessons 2. Use data to identify techniques for future lessons 3. Initiate the Problem Solving process for students who are not learning			
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1.	2.1	2.1.	2.1.
Reading Goal #2: Same goal as Goal 1 with the numbers to the right as the way we will get there. **In grades 3 – 5, the percentage of Standard Curriculum Students scoring a level 3 or higher on**	2012 Current Level of Performance:* **46% 1**	2013 Expected Level of Performance:* **50% 1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**
			2.2	2.2.	2.2.	2.2.	2.2.

the 2012 FCAT Reading will increase from 75% to 77%			See 1.2 2.3	See 1.2 2.3	See 1.2 2.3	See 1.2 2.3	See 1.2 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**
3. FCAT 2.0: Points for students making Learning Gains in reading.			2.1.	2.1.	2.1	2.1.	2.1.
Reading Goal #3: Same goal as Goal 1 with the numbers to the right as the way we will get there. **In grades 3 – 5, the percentage of Standard Curriculum Students scoring a level 3 or higher on the 2012 FCAT Reading will increase from 75% to 77%**	2012 Current Level of Performance:* **73**	2013 Expected Level of Performance:* **74**	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1
			2.2 See 1.2 3.3.	2.2. See 1.2 3.3.	2.2. See 1.2 3.3.	2.2. See 1.2 3..3.	2.2. See 1.2 3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			2.1.	2.1.	2.1	2.1.	2.1.
Reading Goal #4: Same goal as Goal 1 with the numbers to the right as the way we will get there. **In grades 3 – 5, the percentage of**	2012 Current Level of Performance:* **69**	2013 Expected Level of Performance:* **70**	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1

Standard Curriculum Students scoring a level 3 or higher on the 2012 FCAT Reading will increase from 75% to 77%			2.2 **See 1.2** 4.3	2.2. **See 1.2** 4.3.	2.2. **See 1.2** 4.3.	2.2. **See 1.2** 4.3.	2.2. **See 1.2** 4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** | **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5: Same goal as Goal 1 with the numbers to the right as the way we will get there. **In grades 3 – 5, the percentage of Standard Curriculum Students scoring a level 3 or higher on the 2012 FCAT Reading will increase from 75% to 77%**			2.1. **See 1.1**	2.1. **See 1.1**	2.1 **See 1.1**	2.1. **See 1.1**	2.1. **See 1.1**
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** Reading Goal #5A: . Same goal as Goal 1 with the numbers to the right as the way we will get there. **In grades 3 – 5, the percentage of Standard Curriculum Students**	2012 Current Level of Performance:* **White:21 45** **Black:71 12** **Hispanic:26 17**	2013 Expected Level of Performance:* **White:19 41** **Black:64 11** **Hispanic: 26 17**	2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**

scoring a level 3 or higher on the 2012 FCAT Reading will increase from 75% to 77%	Asian: n/a American Indian: n/a	Asian: American Indian:					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.			2.1.	2.1.	2.1	2.1.	2.1.
Reading Goal #5B: En. Same goal as Goal 1 with the numbers to the right as the way we will get there. In grades 3 – 5, the percentage of Standard Curriculum Students scoring a level 3 or higher on the 2012 FCAT Reading will increase from 75% to 77%	2012 Current Level of Performance:* **45%**	2013 Expected Level of Performance:* **40%**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**
			2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:* **n/a**	2013 Expected Level of Performance:*					

			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			2.1.	2.1.	2.1	2.1.	2.1.
Reading Goal #5D: . **Same goal as Goal 1 with the numbers to the right as the way we will get there.** **In grades 3 – 5, the percentage of Standard Curriculum Students scoring a level 3 or higher on the 2012 FCAT Reading will increase from 75% to 77%**	2012 Current Level of Performance:* **65%**	2013 Expected Level of Performance:* **58%**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**
			2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cross Curriculum Strategy of Acting on the Data through	Prek-5	Administrators	Prek-5	Various times/ Early release, Faculty Meetings, District Professional	Vertical Academic Teams will evaluate effectiveness of strategies quarterly	Administrators

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Differentiated Instruction				Development Courses, PLCs		
Reading Strategies	Prek – 5	PLC Chair	Vertical members – 0ne from each grade level	Monthly	Vertical Academic Teams will evaluate effectiveness of strategies quarterly	Administrators

End of Reading Goals

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

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: **Students scoring proficient in mathematics (Level 3-5).** Mathematics Goal #1: **The same goal for all sub groups is intentional** **In grades 3 – 5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math test will increase from 69% to 72%** Grade 1 and 2 will be based on SAT-10	2012 Current Level of Performance:* **69%** **Grade 1 41% on Problem Solving** **Grade 2 66% on Problem Solving**	2013 Expected Level of Performance:* **72%** **Grade 1 45% on Problem Solving** **Grade 2 68% on Problem Solving**	1.1.Lack of professional development 2. Lack of understanding of when and how to implement within the district pacing guide. 3. Not all teachers are at the same skill level with higher order questioning techniques 4. PLC meeting time constraints don't always allow us to focus on planning for the enrichment of students.	1.1 . For each content area on the SIP, there is a vertical team lead by the content contact for the team. The team leader provides Professional Development, shares research and information from the district, provides parent trainings in the content area, and organize all elements of the vertical team to then turn into administration to provide feedback. Each month the vertical team meets to share research and progress of implementation of strategies on the SIP. Then each vertical team shares out with the entire faculty a reflection of the work. <u>Core</u> Teachers will	1.1. Who: Teachers PL C members Administrators How: Evidence of this strategy will be seen through: 1. teacher lesson plans 2. classroom walkthroughs 3. PLC logs	1.1. Teachers will monitor progress and strategy implementation PLCs will review assessment data for positive trends at least once per nine weeks See Fidelity Rubric in MTSS/RTI Section	1.1. Chapter Tests Common Assessments Districts Tests

				implement 'Gradual Release" in Mathematics instruction in order to increase rigor and facilitate student ownership. Plan: 1. As a professional development activity in our PLCs teachers will spend time collaborating, sharing, researching and modeling math instruction with gradual release. 2. Teachers will plan lessons using the gradual release model and implement those lessons weekly in the classroom. Enrichment: Teachers will increase the use of HOT questions during the math instructions Plan:			

				1. Within PLCS teacher will study HOT questioning techniques and collaborate and share ideas with each other Tier 2 and 3 Teachers will use CIM to address specific skill deficits and increase student achievement Plan: 1. Teachers will use assessment data to determine the effectiveness of teacher strategies 2. Based on data teachers will discuss strategies that were effective. 3. Based on data teachers A. decide what skills need to be retaught in a whole lesson to the entire class. B. decide what skills need to be moved to mini-lessons or			

				retaught to the whole class. C. decide what skills need to be retaught to targeted students. D. teachers provide differentiated instruction to targeted students in flexible, need based groups.			
			1.2.	1.2. **Cross Content Strategy** **Acting on the Data through Differentiated Instruction** This strategy is based on the book, **Successful Teaching in the Differentiated Classroom** which is trained in our district. **Strategy/Task** Student achievement improves when teachers use on0going student	1.2. See 1.1	1.2 See1.1.	1.2. See 1.1

			data to differentiate instruction in the following ways: 1.Content2.Process 3. Products / Performances 4. Learning environment **Actions/Details** Within PLCs Before Instruction and During Instruction of new Content 1. Teachers use student data, interests and learning styles to plan DI lessons 2. Teachers work to improve DI lessons 3. Using data teachers regroup Daily through RTI groups 4. Students are involved in flexible RTI groups **After Instruction** 1.Teachers			

			reflect and discuss the outcomes of their DI lessons 2. Use data to identify techniques for future lessons 3. Initiate the Problem Solving process for students who are not learning				
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1.	2.1.	2.1	2.1.	2.1.
Mathematics Goal #2: **The same goal for all sub groups is intentional** **In grades 3 – 5, the percentage of Standard Curriculum**	2012 Current Level of Performance:* **41%**	2013 Expected Level of Performance:* **45%**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**
			2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**

students scoring a level 3 or higher on the 2013 FCAT Math test will increase from 69% to 72%			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: **Points for students making learning gains in mathematics.**			2.1.	2.1.	2.1	2.1.	2.1.
Mathematics Goal #3: **The same goal for all sub groups is intentional** **In grades 3 – 5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math test will increase from 69% to 72%**	2012 Current Level of Performance:* **63**	2013 Expected Level of Performance:* **65**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**
			2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**
			3.3.	3.3.	3.3.	3..3.	3.3.

			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			2.1.	2.1.	2.1	2.1.	2.1.
Mathematics Goal #4: **The same goal for all sub groups is intentional In grades 3 – 5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math test will increase from 69% to 72%**	2012 Current Level of Performance:* **71**	2013 Expected Level of Performance:* **72**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**
			2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool

			effectiveness of strategy?		
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%. Math Goal #5: **The same goal for all sub groups is intentional** **In grades 3 – 5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math test will increase from 69% to 72%**	2.1. **See 1.1**	2.1. **See 1.1**	2.1 **See 1.1**	2.1. **See 1.1**	2.1. **See 1.1**

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**

Reading Goal #5A:
.

The same goal for all sub groups is intentional
In grades 3 – 5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math test will increase from 69% to 72%

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
White:29% 63	**White: 26% 56**
Black: 71% 12	**Black: 64% 11**
Hispanic: Y	**Hispanic: n/a**
Asian: n/a	**Asian:**
American Indian: n/a	**American Indian:**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			2.1.	2.1.	2.1	2.1.	2.1.
Mathematics Goal #5B: . The same goal for all sub groups is intentional In grades 3 – 5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math test will increase from 69% to 72%	2012 Current Level of Performance:* **48%**	2013 Expected Level of Performance:* **43%**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**
			2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:* **n/a**	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			2.1. **See 1.1**	2.1. **See 1.1**	2.1 **See 1.1**	2.1. **See 1.1**	2.1. **See 1.1**
Mathematics Goal #5D: . The same goal for all sub groups is intentional In grades 3 – 5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math test will increase from 69% to 72%	2012 Current Level of Performance:* **64%**	2013 Expected Level of Performance:* **48%**					
			2.2 **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**	2.2. **See 1.2**
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
HOT Questions	K-5	District	School wide through PLC Groups	Throughout the year	EET observation	Administrators
Gradual Release	k-5	Team Leader	School wide through PLC groups	Throughout the Year	EET observation	Administrators
Differentiated Instruction	K-5	Team leader	School wide through PLC groups	Throughout the year	EET observation	Administration

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: **In grade 5, the percentage of Standard Curriculum Students scoring a level 3 or higher on the 2012-2013 FCAT Science will increase from 66% to 67%**			1.1. Teachers lack confidence in teaching the science curriculum	For each content area on the SIP, there is a vertical team lead by the content contact for the team. The team leader provides Professional Development, shares research and information from the district, provides parent trainings in the content area, and organize all elements of the vertical team to then turn into administration to provide feedback. Each month the vertical team meets to share research and progress of implementation of strategies on the SIP. Then each vertical team shares out with the entire faculty a reflection of the work	1.1. Teachers Administrators Science PLC	1.1. 1. Team Meeting notes 2. Walk through Checklist 3. Lesson plans 4. Use of science vocabulary walls 5. Science STEM Fair Projects 6. Science website use 7. Use of Science power points See Fidelity Rubric in MTSS/RTI Section	1.1. 1. Science assessments 2. Science STEM Projects 3. Parent / Family Input Forms
	2012 Current Level of Performance:* **66%**	2013 Expected Level of Performance:* **67%**		1.1. For each content area on the SIP, there is a vertical team lead by the content contact for			

				the team. The team leader provides Professional Development, shares research and information from the district, provides parent trainings in the content area, and organize all elements of the vertical team to then turn into administration to provide feedback. Each month the vertical team meets to share research and progress of implementation of strategies on the SIP. Then each vertical team shares out with the entire faculty a reflection of the work. Core 1. Teach the process of Scientific Method through weekly explicit instruction 2. Students will participate in weekly hands on activities through Science curriculum and supplemented with probes and Aims activities 3. PLC will provide family oriented			

| | | | | activities with support aligned with the science curriculum / content
4. Train Faculty on guiding students to properly complete science logs
5. PLC will support /assist teachers in continuing to implement 5 Day Vocabulary Plan
6. Science PLC will provide websites for teacher resources on a monthly basis.

Tier 2 – 3

Provide Text /enrichment through the use of guided reading series and supplemental activities. | | | |
| | | 1.2. | 1.2.
Cross Content Strategy

Acting on the Data through Differentiated Instruction

This strategy is based on the book,
Successful Teaching in the Differentiated | 1.2.

See1.1 | 1.2.

See1.1 | 1.2.

See 1.1 |

			Classroom which is trained in our district. **Strategy/Task** Student achievement improves when teachers use on0going student data to differentiate instruction in the following ways: 1.Content2.Process 3. Products / Performances 4. Learning environment **Actions/Details** Within PLCs Before Instruction and During Instruction of new Content 1. Teachers use student data, interests and learning styles to plan DI lessons 2. Teachers work to improve DI lessons 3. Using data teachers regroup Daily through RTI groups 4. Students are			

			involved in flexible RTI groups **After Instruction** 1.Teachers reflect and discuss the outcomes of their DI lessons 2. Use data to identify techniques for future lessons 3. Initiate the Problem Solving process for students who are not learning			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1.	2.1.	2.1	2.1.	2.1.
Science Goal #2: In grade 5, the percentage of	2012 Current Level of Performance:* **28%** / 2013Expected Level of Performance:* **30%**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**	**See 1.1**

| Standard Curriculum Students scoring a level 3 or higher on the 2012-2013 FCAT Science will increase from 66% to 67% | | | 2.2 **See 1.2** | 2.2. **See 1.2** | 2.2. **See 1.2** | 2.2. **See 1.2** | 2.2. **See 1.2** |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family Science Night	K-5	Science Team	School wide	October 2012	Sign-in sheets	Science Team
Content Support	K-5	Science Team /PLC	School wide	Ongoing	EET Observations	Administrators

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: **In grade 4, the percentage of All Curriculum students scoring a level 4 or higher on the 2012-20123FCAT Writing will increase from 88% to 90%**	2012 Current Level of Performance:* **88%**	2013 Expected Level of Performance:* **90%**	1.1. 1. Not all teachers ask higher order questions during 1:1 Star Interviews 2. Teachers are unable to attend writing training on availabel dates 3. Teachers lack understanding regarding FCAT Writing Assessment and scoring of papers using the Anchors 4. Not all teachers know how to differentiate instruction for various subgroups	1.1. 1. As a professional development activity all teachers grade 3 – 5 will attend required District Level training on the FCAT 2.0 anchors. 2. PLCs will examine monthly demand writes and adjust their writing menu of teaching points in order to share ideas. 3. PLC meets to discuss student trends, needs and scores based on connecting student writing.	1.1. Teachers Administrators Writing PLC Writing resource Contact	1.1. PLCS to review monthly demand writes, daily drafts and conferencing notes to determine the number of students demonstrating proficiency in writing through scoring data and benchmark attainment. 2. District writing team monthly demand writes provided through email to writing supervisor followed by 4th grade witting review meetings and support pieces provided at monthly resource contact meetings. 3. See Fidelity Rubric in MTSS/RTI Section	1.1. 1. Monthly student demand writes 2. Daily drafts 3. Star Interview conferencing Notes.
			1.2.	1.2. **Cross Content**	1.2.	1.2.	1.2.

				Strategy **Acting on the Data through Differentiated Instruction** This strategy is based on the book, **Successful Teaching in the Differentiated Classroom** which is trained in our district. **Strategy/Task** Student achievement improves when teachers use on0going student data to differentiate instruction in the following ways: 1.Content2.Process 3. Products / Performances 4. Learning environment **Actions/Details** Within PLCs Before Instruction and During Instruction of new Content 1. Teachers use student data, interests and learning styles	See 1.1 in Reading Section	See1.1 in Reading Section	See1.1in Reading Section

			to plan DI lessons 2. Teachers work to improve DI lessons 3. Using data teachers regroup Daily through RTI groups 4. Students are involved in flexible RTI groups **After Instruction** 1.Teachers reflect and discuss the outcomes of their DI lessons 2. Use data to identify techniques for future lessons 3. Initiate the Problem Solving process for students who are not learning			

		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rubric Training	3-5	District	3-5	Fall 2012	EET observations	Administrators
Writing Updates	Prek – 5	PLC Chair	Grades pk – 5	Monthly	EET Observations	Administrators

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance			1.1. Not all families value attendance at school	1.1. Recognize 100% daily attendance of each homeroom. Teacher will wear "Crown" for the day. 2. Recognize highest percentage of attendance of each grade level by rewarding the P.A.L. Leopard 3. Quarterly Perfect Attendance Recognition of students at a school wide event(ex. Treat party) 4. 5. End of the year Perfect Attendance recognition of students (ex. Special party- bounce house)	1.1.Attendance PLC Administrators for all events	1.1. Daily Attendance Printout will be used to determine the classes with the highest percentage per month and will also serve to identify students who need further attendance interventions	1.1.Daily Attendance Printout
Attendance Goal #1: **The attendance rate for the 2012-2013 school year will increase from 95% to 96%**	2012 Current Attendance Rate:* **95%** 2012 Current Number of Students with Excessive Absences (10 or more) **26** 2012 Current Number of Students with Excessive Tardies (10 or more) **0**	2013 Expected Attendance Rate:* **96%** 2013 Expected Number of Students with Excessive Absences (10 or more) **24** 2013 Expected Number of Students with Excessive Tardies (10 or more) **0**					
			1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension Suspension Goal #1: The total number of out of school suspensions will decrease by 10%	2012 Total Number of In –School Suspensions **0** 2012 Total Number of Students Suspended In-School **0** 2012 Number of Out-of-School Suspensions **33** 2012 Total Number of Students Suspended	2013 Expected Number of In- School Suspensions **0** 2013 Expected Number of Students Suspended In -School **0** 2013 Expected Number of Out-of-School Suspensions **29** 2013 Expected Number of Students Suspended	1.1. New students with Behavior issues	Create a culture of Caring in each classroom	EET Domain 2 observation will be used by Administrators	The observation rating correlated to the number of behaviors	Student questionnaire for suspended students

	Out- of- School	Out- of-School					
	17	**15**					
			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

End of Suspension Goals

End of Dropout Prevention Goal(s)

<u>Parent Involvement Goal(s)</u>

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.
Even though we are not a Title 1 School, we choose to write a Parent Involvement Goal

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: ***Based on the 2011-2012 School Climate survey for the parents, the percentage of parents who strongly agree with the indicator "The school provides information about how families can help students succeed"***	2012 Current level of Parent Involvement:* **88.4% Strongly or somewhat strongly Agree**	2013 Expected level of Parent Involvement:* **90% strongest or somewhat strongly agree**	1.1. Many families do not have computers Many families do not attend Parent Information Night	1.1. Provide parents with the knowledge of the new Common Core Standards Action Steps; 1. Have a link added to the Lutz Website to access all of the Common Core Standards 2. Provide a Parent Information Night in conjunction with the PTA to provide information on the Common Core Standards	1.1. Sign –in sheet at Parent Event Nights Provide a pre and post test at the Parents Night to assess parent 's awareness of Common Core	1.1. Based on the post test data determine what needs more explanation. Provide updates and clarification on the website and in Paw Prints	1.1. End of the Year School Climate Survey
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			**Problem-solving Process to Parent Involvement**				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool

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

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*	1.1.	1.1. 1. Students will participate in 150 minutes of physical fitness activities per week 2. A running Club will be established for all student	1.1. Classroom teachers lesson plans PE teacher check list	1.1. Teachers will plan for the 150 minutes of physical activity The number of students achieving the different percentage levels on	1.1. PACER Test

1. Health and Fitness Goal Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 90% on the pretest to 92% on the posttest.		1			1	participation			the HFZ will be analyzed to see if an increase in the higher performance level and/ or a decrease in the lower performance level has occurred		
		2010 Current Level	2011 Expected Level :*	2010 Current Level	2011 Expected Level :*						
		100% (606)	90% (540)	100% (606)	90% (540)						

				2. Health and physical	2. H.E.A.R.T. team.	2. H.E.A.R.T. team
and physical nitiatives developed emented by the H.E.A.R.T. team.	2. H.E.A.R.T. initiative and implemented by the school's H.E.A.R.T. team.	2. H.E.A.R.T. team	activity initiative developed		2. Notes/agendas	2. Notes/agendas component of the FITNESSGRAM PACER for assessing cardiovascular health.
the playground or urse equipment; run activities in d areas; and g to the outdoor such as the ones in the *150 Minutes Physical Education* folder on IDEAS.	3. Physical Education Teacher	3. Use of the playground or fitness course equipment; walking/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the *150 Minutes of Elem. Physical Education* folder on IDEAS.	3. Lesson plans of Physical Education Teacher	3. Physical Education Teacher	3. Lesson plans of Physical Education Teacher	3. Pre/Post test component of the FITNESSGRAM PACER for assessing cardiovascular health.
	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.					
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
Running Club	K-5	PE team	School wide	Throughout the school year	The number of participants at each level	PE team

Continuous Improvement Goal(s)

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

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1: The percentage of parents who Strongly agree with the indicator "The school does a good job informing me if an academic concern arises regarding my child" under Communication will increase from 66.9% in 2012 to 70% in 2013	2012 Current Level :* **66.9%**	2013 Expected Level :* **70%**	1.1. Teachers till need more training in the analysis of student data	1.1 Provide more training in the interpretation of student data.	1.1. Administrators through in-service training course attendance	1.1. The number of teachers attending training will increase	1.1 PDS In-service records.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: We have no students taking the FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment:** Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1	1.1	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening and Speaking section of the CELLA will increase from 57% to 58%	2012 Current Percent of Students Proficient in Listening/Speaking: **57% to 58%**	See Reading Goal 1	See Reading Goal 1	. See Reading Goal 1	. See Reading Goal 1	See Reading Goal 1
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013	2012 Current Percent of Students Proficient in Reading : **24%to 25%**					

Reading section of the CELLA will increase from 24% to 25%		See Reading Goal 1	See Reading Goal 1	See Reading Goal 1	See Reading Goal 1	See Reading Goal 1
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 24% to 25%	2012 Current Percent of Students Proficient in Writing : **24%to25%**	See Reading Goal 1				

			See Reading Goal 1 2.1.	See Reading Goal 1 2.1.	See Reading Goal 1 2.1.	See Reading Goal 1 2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

We have no students taking the FAA							
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			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 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	Student Evaluation Tool

					effectiveness of strategy?	
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J:W We have no students taking the FAA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: We have no students taking the FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: All students in Grades K – 5 will participate in a Science Fair STEM Project	1.1. Teachers need additional training in Science Fair Projects	1.1. Teach the scientific method through explicit weekly instruction Train faculty on guiding students to properly complete science logs	1.1 PLC Administrators Through Classroom walkthroughs and percent of students completing a science fair project.	1.1. Classroom walkthroughs Science Fair Projects	1.1. Science Fair Projects
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Scientific Process	K-5	Science Team	School wide	Fall 2012	EET observation	Administrators

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
CTE Goal #1: All students will participate in programs focused on career and technical education careers	1.1. The available personnel in the community who are willing to present in the school	1.1. Advertise t the Great American Teach _in through school's communication avenues	1.1. Guidance Counselor – Great American Teach – in Coordinator	1.1. The number of presentations made to students	1.1 The number of presentations made to students.

	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

Yes   **X** No

If No, describe the measures being taken to comply with SAC requirements.
The school will continue to work towards recruiting a CTA representative to join the School Advisory Council to reach compliance.

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