

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Metropolitan Ministries Partnership School	District Name: Hillsborough
Principal: Daphne Fourqurean	Superintendent: MaryEllen Elia
SAC Chair: Michelle Pryor	Date of School Board Approval:

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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)
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Principal	Daphne Fourqurean	B.S.-Early Childhood Elementary Ed. ESOL Masters-Educational Leadership	1	11	<p><u>Mort Elementary:</u></p> <p>11/12, C, Reading- 39%, Math-31%, Science-25%. Writing-80%, Learning Gains lowest 25% Reading-57%, Learning Gains lowest 25% Math-62%</p> <p>10/11, C, Reading- 54%, Math-50%, Science-38%. Writing-88%, Learning Gains lowest 25% Reading-44%, Learning Gains lowest 25% Math-68%</p> <p>09/10 C, Reading- 60%, Math-61%, Science-21%. Writing-83%, Learning Gains lowest 25% Reading-56%, Learning Gains lowest 25% Math-68%</p>
Assistant Principal					

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)
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Reading	Nancie Howley	B.S. Criminology B.S. Elementary Ed. 1-6 National Board Certified	1 year	5 years	11/12, A, 95% 10/11, A, 97% 09/10 A, 85%

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)
Teacher Interview Day	General Directors	June 2013	
Recruitment Fairs	Supervisor of Teacher Recruitment	ongoing	
Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
District Mentor Program	District Mentors	ongoing	

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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
1	Working on ESOL Endorsement. Has completed 2 ESOL classes. She is working on her third for 2012-2013 school year. She currently does not have any ESOL students.

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	% Reaching Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
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16	12	18.	43.	25	18	87	6.	6.	87
	.5	75	75	%	.7	.5	25	25	.5
	%	%	%	(4)	5	%	%	%	%
	(2	(3)	(7)		%	(1	(1	(1	(1
)				(3)	(4)))	(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
Donna Durance Calatagirone	Sierra Cooler Matheson, Haylee Hehl	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title 1, Part A</p> <p>Services are provided to ensure students who need additional remediation are provided support through: after school, summer programs, additional reading support through instructional practice, and instructional research based reading tools.</p>
<p>Title I, Part C- Migrant</p> <p>N/A</p>
<p>Title I, Part D</p> <p>The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title II</p> <p>Specifically, instructional staff is being trained in the following: reading instruction, Response to Intervention Training, Book Study, Differentiated Instruction, and RtI.</p>
<p>Title III</p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>

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<p>Title X- Homeless</p> <p>Our school site works closely with the Homeless Education and Literacy Project (H.E.L.P.).</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>SAI funds will be coordinated with Title I funds to provide reading coaches, and extended learning opportunity programs.</p>
<p>Violence Prevention Programs</p> <p>Bully Proof Your School, Ophelia The Girls Circle, and Core Essentials</p>
<p>Nutrition Programs</p> <p>N/A</p>
<p>Housing Programs</p> <p>N/A</p>
<p>Head Start</p> <p>N/A</p>
<p>Adult Education</p> <p>N/A</p>
<p>Career and Technical Education</p> <p>N/A</p>
<p>Job Training</p> <p>N/A</p>
<p>Other</p> <p>N/A</p>

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

School-Based MTSS/Rti Team

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Identify the school-based MTSS Leadership Team.

- i. Principal (Instructional leader)
- ii. Teacher on Special Assignment
- iii. School Psychologist (trained in specialized testing)
- iv. Social Worker (works closely with families and students)
- v. Reading Coach (Reading leading)
- vi. Guidance Counselor (works with children and identifies special needs of children)

Classroom Teachers (to provide input from classroom observations)

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 MTSS 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 MTSS 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.

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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 MTSS 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 MTSS. 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 MTSS 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 team 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 MTSS will use the following rubric to evaluate Strategy Fidelity of Implementation 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.

- 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
 - Create, manage and update the school resource map
- 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 school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
 - 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 MTSS)
 - 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
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- 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.

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- 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).

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.

- Use intervention planning forms to communicate initiatives between the MTSS and PLCs.
- The MTSS is meeting in specialized MTSS's to identify specific students in need of interventions.
- The MTSS is meeting in specialized MTSS's for interventions and review of interventions for specific students

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Describe the plan to train staff on MTSS.

The following are the items that we have and will continue to implement to train the staff on MTSS:

- September 2012 - District personnel will come and train each staff member individually on all aspects of the MTSS process including record keeping, follow-up, and monitoring progression.
- The school psychologist will train the staff on how to use and implement Easy CBM to track student progress monthly.
- Ongoing professional development to meet the needs of our students' needs. In November teachers and staff will do a book study on through Comprehension. In December teachers and staff will do a book study on vocabulary using Bringing Words to Life.
- Teachers will submit MTSS data every two weeks for review and support by administration.

Describe plan to support MTSS.

- 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 MTSS and PLCs.
- The MTSS is meeting in specialized MTSS's to identify specific students in need of interventions.
- The MTSS is meeting in specialized MTSS's for interventions and review of interventions for specific students

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal
- Teacher on Special Assignment
- Reading Coach
- Primary and Intermediate Reading Teacher

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 based on the K-12 Comprehensive Reading Plan

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.

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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 is focused on reading in the content area
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going) with weekly checks
- Implement K-12 Reading Plan

NCLB Public School Choice

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

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

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

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

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***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

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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 common planning time to identify and analyze core curriculum assessments and best practices.</p> <p>-Teachers and administrators are at varying levels of understanding of CCSS.</p> <p>-Teachers and administrators are at varying levels of understanding and implementing the core curriculum and providing differentiated instruction.</p> <p>-Teachers are at various skill levels to provide adequate instruction to improve students' lack of background knowledge</p>	<p>1.1. <u>Strategy:</u></p> <p>Tier 1 The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using C-CIM (Core-Continuous Improvement Model) with core curriculum and providing differentiated instruction as a result of the problem-solving model.</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 best-practice strategies.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their</p>	<p>1.1. <u>Who</u></p> <p>Principal</p> <p>-Teacher on Special Assignment/Acting AP</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-through's.</p> <p>-Classroom walk-through's will be conducted daily.</p> <p>-Monitoring data will be reviewed every nine weeks.</p> <p><u>1st Grading Period Check</u></p> <p>Data Progress Monitoring Meeting which will also include FAIR data, DRA data, Running Records with miscue analysis.</p> <p><u>Second Nine Week Check</u></p> <p>Review mid-year Data Plan. This includes FAIR</p>	<p>1.1.</p> <p><u>Teacher Level</u></p> <p>Electronic Data Walls used for DI of our students' needs. This is Operational on the Strategy Fidelity Check</p> <p><u>PLC/Department Level</u></p> <p>Weekly. Mini Lessons, Book study, District in House trainings. This is Operational on the Strategy Fidelity Check</p> <p><u>Leadership Team Level</u></p> <p>Weekly. Reviewing data, teachers concerns, scheduling, observations, testing for students This is Highly Functional on the Strategy Fidelity Check</p> <p><u>First Nine Week Check</u></p> <p>In the 1st 9 weeks a 25% improvement in Reading gains.</p> <p>-Monitoring data will be reviewed every week. This is Highly Functional on the Strategy Fidelity Check</p> <p><u>Second Nine Week Check</u></p> <p>In the 2nd 9 weeks a 65-75% improvement in Reading gains.</p> <p>-Monitoring data will be</p>	<p>1.1.</p> <p><u>3x Per Year</u></p> <p>- FAIR.</p> <p><u>During Grading Period</u></p> <p>Weekly Progress Monitoring</p> <p>easiCBM, Running Records with miscue analysis, iStation</p>		
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		<p>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>9. PLCs record their work in logs.</p>	<p>data, DRA data, Running Records with miscue analysis.</p> <p>Third Nine Week Check</p> <p>Ongoing</p> <p>Fourth Nine Week Check</p> <p>Continuous</p>	<p>reviewed every week</p> <p>Third Nine Week Check</p> <p>Ongoing</p> <p>Fourth Nine Week Check</p> <p>Continuous</p>			
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT will increase from 32% to 42%							
	32%	42%					

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		<p>1.2. Teacher support for planning remediation and enrichment activities</p> <p>-Not always a direct correlation between what the student is missing in the core curriculum and the instruction received for remediation</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students, collect data on an ongoing basis, or continuous communication between regular and ELP teachers</p>	<p>1.2. Strategy</p> <p>Tier 2/3 Students' reading comprehension will improve through receiving 30 minutes of supplemental instruction during the daily iii (immediate intensive interventions) time and ELP supplemental instruction on targeted skills that are not at the mastery level.</p> <p><u>How</u></p> <p>1. Classroom teachers with administration will use reciprocal teaching (summarizing, clarifying, questioning, and predicting) and will receive implementation recommendations for skills.</p> <p>2. iii and ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>3. Data will be collected by the teachers on a weekly communicated turned into administration</p>	<p>1.2. <u>Who</u></p> <p>Reading Coach</p> <p>Teacher on Special Assignment</p> <p>Principal</p> <p><u>How</u></p> <p>- PLC & ELP logs turned into administration. - Administration provides feedback on the logs and the data collected.</p> <p>-Administration daily Classroom walk-through's observing iii and ELP instruction.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-through's.</p> <p><u>1st Grading Period Check</u></p> <p>Data Progress Monitoring Meeting which will also include FAIR data, DRA data, Running Records with miscue analysis.</p>	<p>1.2. Teachers analyze mini assessment data on skills taught/reviewed during ELP time. Teachers review data at PLC meetings. 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><u>First Nine Week Check</u></p> <p>In the 1st 9 weeks a 25% improvement in Reading gains.</p> <p>-Monitoring data will be reviewed every week.</p> <p><u>Second Nine Week Check</u></p> <p>In the 2nd 9 weeks a 65-75% improvement in Reading gains.</p> <p>-Monitoring data will be reviewed every week</p> <p><u>Third Nine Week Check</u></p> <p>On going</p>	<p>1.2. <u>3x Per Year</u></p> <p>- FAIR.</p> <p><u>During Grading Period</u></p> <p>Weekly Progress Monitoring</p> <p>easiCBM, Running Records with miscue analysis, iStation</p>	
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				<u>Second Nine Week Check</u> Review mid-year Data Plan. This includes FAIR data, DRA data, Running Records with miscue analysis.	<u>Fourth Nine Week Check</u> continuous		
				<u>Third Nine Week Check</u> On going			
				<u>Fourth Nine Week Check</u> continuous			
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. Lack of common planning time to identify and analyze core curriculum assessments and best practices.</p> <p>-Teachers and administrators are at varying levels of understanding of CCSS.</p> <p>-Teachers and administrators are at varying levels of understanding and implementing the core curriculum and providing differentiated instruction.</p> <p>-Teachers are at various skill levels to provide adequate instruction to improve students' lack of background knowledge</p>	<p>2.1. <u>Strategy:</u></p> <p>Tier 1 The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using C-CIM (Core-Continuous Improvement Model) with core curriculum and providing differentiated instruction as a result of the problem-solving model.</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 best-practice strategies.</p> <p>3. PLC teachers instruct students using the core curriculum,</p>	<p>2.1. <u>Who</u></p> <p>Principal</p> <p>-Teacher on Special Assignment/Acting AP</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-through's.</p> <p>-Classroom walk-through's will be conducted daily.</p> <p>-Monitoring data will be reviewed every nine weeks.</p> <p><u>1st Grading Period Check</u></p> <p>Data Progress Monitoring Meeting which will also include FAIR data, DRA data, Running Records with miscue analysis.</p> <p><u>Second Nine Week Check</u></p>	<p>2.1. <u>Teacher Level</u></p> <p>Electronic Data Walls used for DI of our students' needs. This is Operational on the Strategy Fidelity Check</p> <p><u>PLC/Department Level</u></p> <p>Weekly. Mini Lessons, Book study, District in House trainings. This is Operational on the Strategy Fidelity Check</p> <p><u>Leadership Team Level</u></p> <p>Weekly. Reviewing data, teachers concerns, scheduling, observations, testing for students This is Highly Functional on the Strategy Fidelity Check</p> <p><u>First Nine Week Check</u></p> <p>In the 1st 9 weeks a 25% improvement in Reading gains.</p> <p>-Monitoring data will be reviewed every week. This is Highly Functional on the Strategy Fidelity Check</p> <p><u>Second Nine Week Check</u></p> <p>In the 2nd 9 weeks a 65-75% improvement in Reading gains.</p> <p>-Monitoring data will be</p>	<p>2.1. <u>3x Per Year</u></p> <p>- FAIR.</p> <p><u>During Grading Period</u></p> <p>Weekly Progress Monitoring</p> <p>easiCBM, Running Records with miscue analysis, iStation</p>		
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		<p>incorporating 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>9. PLCs record their work in logs.</p>	<p>Review mid-year Data Plan. This includes FAIR data, DRA data, Running Records with miscue analysis.</p> <p><u>Third Nine Week Check</u></p> <p>Ongoing</p> <p><u>Third Nine Week Check</u></p> <p>Ongoing</p> <p><u>Fourth Nine Week Check</u></p> <p>Continuous</p> <p>Continuous</p>	<p>reviewed every week</p> <p><u>Third Nine Week Check</u></p> <p>Ongoing</p> <p><u>Fourth Nine Week Check</u></p> <p>Continuous</p>			
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<p><u>Reading Goal #2:</u></p> <p>The percentage of students scoring a level 4 or higher on the 2013 FCAT Reading will increase from 9% to 12%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>9%</p>	<p>12%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1. Lack of common planning time to identify and analyze core curriculum assessments and best practices.</p> <p>-Teachers and administrators are at varying levels of understanding of CCSS.</p> <p>-Teachers and administrators are at varying levels of understanding and implementing the core curriculum and providing differentiated instruction.</p> <p>-Teachers are at various skill levels to provide adequate instruction to improve students' lack of background knowledge</p>	<p>B.1. <u>Strategy:</u></p> <p>Tier 1 The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using C-CIM (Core-Continuous Improvement Model) with core curriculum and providing differentiated instruction as a result of the problem-solving model.</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 best-practice strategies.</p> <p>3. PLC teachers instruct students using the core curriculum,</p>	<p>B.1. <u>Who</u></p> <p>Principal</p> <p>-Teacher on Special Assignment/Acting AP</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-through's.</p> <p>-Classroom walk-through's will be conducted daily.</p> <p>-Monitoring data will be reviewed every nine weeks.</p> <p><u>1st Grading Period Check</u></p> <p>Data Progress Monitoring Meeting which will also include FAIR data, DRA data, Running Records with miscue analysis.</p> <p><u>Second Nine Week Check</u></p>	<p>B.1. <u>Teacher Level</u></p> <p>Electronic Data Walls used for DI of our students' needs. This is Operational on the Strategy Fidelity Check</p> <p><u>PLC/Department Level</u></p> <p>Weekly. Mini Lessons, Book study, District in House trainings. This is Operational on the Strategy Fidelity Check</p> <p><u>Leadership Team Level</u></p> <p>Weekly. Reviewing data, teachers concerns, scheduling, observations, testing for students This is Highly Functional on the Strategy Fidelity Check</p> <p><u>First Nine Week Check</u></p> <p>In the 1st 9 weeks a 25% improvement in Reading gains.</p> <p>-Monitoring data will be reviewed every week. This is Highly Functional on the Strategy Fidelity Check</p> <p><u>Second Nine Week Check</u></p> <p>In the 2nd 9 weeks a 65-75% improvement in Reading gains.</p> <p>-Monitoring data will be</p>	<p>B.1. <u>3x Per Year</u></p> <p>- FAIR.</p> <p><u>During Grading Period</u></p> <p>Weekly Progress Monitoring</p> <p>easiCBM, Running Records with miscue analysis, iStation</p>		
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		<p>incorporating 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>9. PLCs record their work in logs.</p>	<p>Review mid-year Data Plan. This includes FAIR data, DRA data, Running Records with miscue analysis.</p> <p><u>Third Nine Week Check</u></p> <p>Ongoing</p> <p><u>Third Nine Week Check</u></p> <p>Ongoing</p> <p><u>Fourth Nine Week Check</u></p> <p>Continuous</p> <p>Continuous</p>	<p>reviewed every week</p> <p><u>Third Nine Week Check</u></p> <p>Ongoing</p> <p><u>Fourth Nine Week Check</u></p> <p>Continuous</p>			
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<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013FCAT Reading will increase from 73 points to 76 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>73pts.</p>	<p>76pts</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</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</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 Teacher support for planning remediation and enrichment activities</p> <p>-Not always a direct correlation between what the student is missing in the core curriculum and the instruction received for remediation</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students, collect data on an ongoing basis, or continuous communication between regular and ELP teachers</p>	<p>4.1 Strategy</p> <p>Tier 2/3 Students' reading comprehension will improve through receiving 30 minutes of supplemental instruction during the daily iii (immediate intensive interventions) time and ELP supplemental instruction on targeted skills that are not at the mastery level.</p> <p><u>How</u></p> <p>1. Classroom teachers with administration will use reciprocal teaching (summarizing, clarifying, questioning, and predicting) and will receive implementation recommendations for skills.</p> <p>2. iii and ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>3. Data will be collected by the teachers on a weekly</p>	<p>4.1.</p> <p><u>Who</u></p> <p>Reading Coach</p> <p>Teacher on Special Assignment</p> <p>Principal</p> <p><u>How</u></p> <p>- PLC & ELP logs turned into administration. - Administration provides feedback on the logs and the data collected.</p> <p>-Administration daily Classroom walk-through's observing iii and ELP instruction.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-through's.</p> <p><u>1st Grading Period Check</u></p> <p>Data Progress Monitoring Meeting which will also include</p>	<p>4.1</p> <p>Teachers analyze mini assessment data on skills taught/ reviewed during ELP time. Teachers review data at PLC meetings. 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><u>First Nine Week Check</u></p> <p>In the 1st 9 weeks a 25% improvement in Reading gains.</p> <p>-Monitoring data will be reviewed every week.</p> <p><u>Second Nine Week Check</u></p> <p>In the 2nd 9 weeks a 65-75% improvement in Reading gains.</p> <p>-Monitoring data will be reviewed every week</p> <p><u>Third Nine Week Check</u></p> <p>On going</p> <p><u>Fourth Nine Week Check</u></p> <p>continuous</p>	<p>4.1</p> <p><u>3x Per Year</u></p> <p>- FAIR.</p> <p><u>During Grading Period</u></p> <p>Weekly Progress Monitoring</p> <p>easiCBM, Running Records with miscue analysis, iStation</p>		
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		communicated turned into administration	<p>FAIR data, DRA data, Running Records with miscue analysis.</p> <p><u>Second Nine Week Check</u></p> <p>Review mid-year Data Plan. This includes FAIR data, DRA data, Running Records with miscue analysis.</p> <p><u>Third Nine Week Check</u></p> <p>On going</p> <p><u>Fourth Nine Week Check</u></p> <p>continuous</p>				
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<p><u>Reading Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 73 points to 76 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>73pts.</p>	<p>76pts.</p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</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>	

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Reading Goal #5:</u></p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	5A.1.	5A.1. See Goals 1, 3, & 4	5A.	5A.1.	5A.1.		

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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from _21% to _29_%.	Black: 21%	Black: 29%					
		5A.2.	5A.2	5A.2	5A.2	5A.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 reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<p><u>Reading Goal #5B:</u></p> <p>Enter narrative for the goal in this box.</p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<p><u>Reading Goal #5C:</u></p> <p>Enter narrative for the goal in this box.</p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></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><u>Reading Goal #5D:</u> Enter narrative for the goal in this box. N/A</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.	

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		5D.3	5D.3	5D.3	5D.3	5D.3	
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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 PLC grade level facilitators	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
PLCs	K-5		All teachers school wide	Weekly PLC meetings	PLC logs	Daphne Fourqurean
Data Collection and Analysis	Grades K-5	Principal Teacher on Special Assignment Reading Coach	All teachers school wide <i>(This PD also covers a similar strategy in math and science.)</i>	-Rolling faculty meetings	MTSS review data	Brooke Del Castillo Daphne Fourqurean Brooke Del Castillo

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Analyzing Student FAIR Data Grades K-5 Reading Coach All teachers school-wide

Early release Monday in Oct., Jan. and April

Administrator will review PLC logs to monitor the analysis of student data to inform instructional decisions.

Daphne Fourquarean

Brooke Del Castillo

PLC facilitators

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>I.1. -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers know how to promote the use of differentiated instruction to meet the needs of all learners. -Not all teachers know how to implement the NGSSS.</p>	<p>I.1. <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in <u>Higher Order Thinking Strategies(HOT) activities and Differentiated Instruction (DI)</u> lessons. Teachers will analyze data, plan instruction based on data to include Differentiated Instruction and HOT questions designed to provide re-teaching and enrichment with rigor in lesson plans. <u>Action Steps:</u> 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. 2. As a Professional Development activity in their PLCs, teachers discuss HOT</p>	<p>I.1. Who Teacher Principal Teacher on Special Assignment/AP PLC Facilitator District Math Team Generalist How How Monitored -PLC logs turned into administration. Administration provides feedback. -Administration daily classroom walk-through’s observing these strategies. -Evidence of strategies in teachers’ lesson plans seen during administration daily walk-through’s -Elementary Mathematics Walk-through Form -Webb depth of knowledge tool Continuous monitoring</p>	<p>I.1. <u>Teacher Level</u> Electronic Data Walls used for DI of our students needs. This is operational on the Strategy Fidelity Check <u>PLC/Department Level</u> Weekly <u>Leadership Team Level</u> Weekly Continuous monitoring of progress towards mastery of skills.</p>	<p>I.1. <u>2x per year</u> District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test <u>During the Nine Weeks</u> -concept map assessments</p>		
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		<p>and DI strategies and how they can be implemented in the upcoming lessons.</p> <p>3. Teachers implement the targeted higher order questioning and DI strategies in their lessons.</p> <p>4. Teachers implement the common assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. PLCs review and discuss the outcomes of their DI lessons and use of higher order questions and share effectiveness.</p> <p>9. Based on data, PLCs use the problem-solving process to determine next steps of DI lesson planning and higher order strategy implementation.</p> <p>10. PLCs record their work in the PLC logs.</p>					
<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a level 3 or higher on the 2013 FCAT Math will increase from 32% to 42%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	32%	42%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1 -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers know how to promote the use of differentiated instruction to meet the needs of all learners. -Not all teachers know how to implement the NGSSS.</p>	<p>2.1 <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in <u>Higher Order Thinking Strategies(HOT)</u> activities and <u>Differentiated Instruction (DI)</u> lessons. Teachers will analyze data, plan instruction based on data to include Differentiated Instruction and HOT questions designed to provide re-teaching and enrichment with rigor in lesson plans. <u>Action Steps:</u> <u>Action Steps:</u> 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. 2. As a Professional Development activity</p>	<p>2.1. Who Teacher Principal Teacher on Special Assignment/AP PLC Facilitator District Math Team Generalist How How Monitored -PLC logs turned into administration. Administration provides feedback. -Administration daily classroom walk-through’s observing these strategies. -Evidence of strategies in teachers’ lesson plans seen during administration daily walk-through’s -Elementary Mathematics Walk-through Form -Webb depth of knowledge tool Continuous monitoring</p>	<p>2.1. <u>Teacher Level</u> Electronic Data Walls used for DI of our students needs. This is operational on the Strategy Fidelity Check <u>PLC/Department Level</u> Weekly <u>Leadership Team Level</u> Weekly Continuous monitoring of progress towards mastery of skills.</p>	<p>2.1. <u>2x per year</u> District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test <u>During the Nine Weeks</u> -concept map assessments</p>		
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		<p>in their PLCs, teachers discuss HOT and DI strategies and how they can be implemented in the upcoming lessons.</p> <p>3. Teachers implement the targeted higher order questioning and DI strategies in their lessons.</p> <p>4. Teachers implement the common assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. PLCs review and discuss the outcomes of their DI lessons and use of higher order questions and share effectiveness.</p> <p>9. Based on data, PLCs use the problem-solving process to determine next steps of DI lesson planning and higher order strategy implementation.</p> <p>10. PLCs record their work in the PLC logs.</p>					
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<p><u>Mathematics Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 5% to 8%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>5%</p>	<p>8%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1 -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers know how to promote the use of differentiated instruction to meet the needs of all learners. -Not all teachers know how to implement the NGSSS.</p>	<p>B.1 <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in <u>Higher Order Thinking Strategies(HOT)</u> activities and <u>Differentiated Instruction (DI)</u> lessons. Teachers will analyze data, plan instruction based on data to include Differentiated Instruction and HOT questions designed to provide re-teaching and enrichment with rigor in lesson plans. <u>Action Steps:</u> <u>Action Steps:</u> 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. 2. As a Professional Development activity</p>	<p>B.1. Who Teacher Principal Teacher on Special Assignment/AP PLC Facilitator District Math Team Generalist How How Monitored -PLC logs turned into administration. Administration provides feedback. -Administration daily classroom walk-through’s observing these strategies. -Evidence of strategies in teachers’ lesson plans seen during administration daily walk-through’s -Elementary Mathematics Walk-through Form -Webb depth of knowledge tool Continuous monitoring</p>	<p>B.1. <u>Teacher Level</u> Electronic Data Walls used for DI of our students needs. This is operational on the Strategy Fidelity Check <u>PLC/Department Level</u> Weekly <u>Leadership Team Level</u> Weekly Continuous monitoring of progress towards mastery of skills.</p>	<p>B.1. <u>2x per year</u> District Baseline and Mid-Year Testing -BOY test -MYT tests -EOY test <u>During the Nine Weeks</u> -concept map assessments</p>		
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		<p>in their PLCs, teachers discuss HOT and DI strategies and how they can be implemented in the upcoming lessons.</p> <p>3. Teachers implement the targeted higher order questioning and DI strategies in their lessons.</p> <p>4. Teachers implement the common assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. PLCs review and discuss the outcomes of their DI lessons and use of higher order questions and share effectiveness.</p> <p>9. Based on data, PLCs use the problem-solving process to determine next steps of DI lesson planning and higher order strategy implementation.</p> <p>10. PLCs record their work in the PLC logs.</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 66 points to 69 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>66 pts.</p>	<p>69 pts.</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</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</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 mathematics.</p>	<p>4.1. -Not all teachers know how to identify student needs from assessments administered to students.</p> <p>-Not all teachers know how to ask higher order/open-ended questions during instruction.</p> <p>-Not all teachers know how to promote the use of differentiated instruction to meet the needs of all learners.</p> <p>-Not all teachers know how to implement the NGSSS.</p>	<p>4.1. <u>Strategy:</u></p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in <u>Higher Order Thinking Strategies(HOT) activities and Differentiated Instruction (DI)</u> lessons. Teachers will analyze data, plan instruction based on data to include Differentiated Instruction and HOT questions designed to provide re-teaching and enrichment with rigor in lesson plans.</p> <p><u>Action Steps:</u></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</p>	<p>4.1. Who</p> <p>Teacher</p> <p>Principal</p> <p>Teacher on Special Assignment/AP</p> <p>PLC Facilitator</p> <p>District Math Team</p> <p>Generalist</p> <p>How</p> <p>How Monitored</p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Administration daily classroom walk-through’s observing these strategies.</p> <p>-Evidence of strategies in teachers’ lesson plans seen during administration daily walk-through’s</p> <p>-Elementary Mathematics Walk-through Form</p> <p>-Webb depth of knowledge tool</p> <p>Continuous monitoring</p>	<p>4.1. <u>Teacher Level</u></p> <p>Electronic Data Walls used for DI of our students needs. This is operational on the Strategy Fidelity Check</p> <p><u>PLC/Department Level</u></p> <p>Weekly</p> <p><u>Leadership Team Level</u></p> <p>Weekly</p> <p>Continuous monitoring of progress towards mastery of skills.</p>	<p>4.1. <u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>-BOY test</p> <p>-MYT tests</p> <p>-EOY test</p> <p><u>During the Nine Weeks</u></p> <p>-concept map assessments</p>		
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		<p>in their PLCs, teachers discuss HOT and DI strategies and how they can be implemented in the upcoming lessons.</p> <p>3. Teachers implement the targeted higher order questioning and DI strategies in their lessons.</p> <p>4. Teachers implement the common assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. PLCs review and discuss the outcomes of their DI lessons and use of higher order questions and share effectiveness.</p> <p>9. Based on data, PLCs use the problem-solving process to determine next steps of DI lesson planning and higher order strategy implementation.</p> <p>10. PLCs record their work in the PLC logs.</p>					
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<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 66 points to 69 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>66 pts.</p>	<p>69 pts.</p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</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>		

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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>Math Goal #5:</u>							
N/A							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See goals 1, 3 & 4	5A.1.	5A.1.	5A.1.		

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	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 29_% to 32_%.</p>	<p>White: Black:29% Hispanic: Asian: American Indian:</p>	<p>White: Black:32% Hispanic: Asian: American Indian:</p>					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.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.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<p><u>Mathematics Goal #5B:</u></p> <p>Enter narrative for the goal in this box.</p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	

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		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.		

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<p>Mathematics Goal #5C:</p> <p>Enter narrative for the goal in this box.</p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<p><u>Mathematics Goal #5D:</u> Enter narrative for the goal in this box. N/A</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.	

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		5D.3	5D.3	5D.3	5D.3	5D.3	
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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 District Trainer	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
Smart Board Training	Cross Content K-5, Art, Music, Guidance	Janet Ritchie PLST Team	School wide	10/08/12	Walk throughs	Assistant Principal/TSA
Book Study	Cross Content K-5, Art, Music, Guidance	Principal	School wide		Group Discussion,	Principal
Data Collection and Analysis	Cross Content K-5, Art, Music, Guidance	Teacher on Special Assignment Reading Coach	All teachers school wide	-Rolling faculty meetings	MTSS review of data	Principal, TSA

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.	1.1.	1.1.	1.1.	1.1.	1.1.		

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<u>Science Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Science Goal #2:</u> N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	2.3	2.3	2.3	
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Science Professional Development

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

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

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

Writing/Language Arts Goals

<p>Writing/ Language Arts 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. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>I.1. -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>I.1. <u>Strategy</u> Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing Incorporate smile and star interviewing process <u>Action Steps</u> -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt</p>	<p>I.1. <u>Who</u> Teacher Principal -Walk Throughs -PLC lessons</p>	<p>I.1. <u>Check:</u> Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs <u>Act:</u> -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s) -Monthly demand writes -PLC will analyze monthly</p>	<p>I.1. -Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios</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 percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 57% to 60%.							
	57%	60%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

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)

End of Writing Goals

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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 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.</p>	<p>1.1 The school will implement a mustang shop to reward parents for bringing their children to school daily on time. The points will be used to “buy items” from the shop. <u>Tier 1</u> The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and</p>	<p>1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1 Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect</p>		
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		monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.					
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<p>The attendance rate will increase from 94.86% in 2011-2012 to 96% in 2012-2013.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease by 1.</p> <p>The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 2.</p>							
	94.86%	96%					

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	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> (10 or more)	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> (10 or more)					
	7	6					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> (10 or more)	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> (10 or more)					
	25	23					
		There is no system to reinforce parents for facilitating improvement in attendance.	<u>Tier 2</u> Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	Social Worker Guidance Counselor PSLT	PSLT will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data	

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		1.3 Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	1.3 Tier 3 An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist, SRO) communicates with the family to create an Attendance Improvement Plan.	1.3 Social Worker Other PSLT members as needed School Security – SRO will monitor the targeted students who have 10 or more unexcused absences.	1.3 Social Worker/PSLT review data monthly on Tier 3 students (provided by social worker)	1.3 Instructional Planning Tool Attendance/Tardy data	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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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	Strategy Data Check	Student Evaluation Tool		
1. Suspension	1.1. Teachers need to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior	1.1. MTSS will develop 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.	1.1. Administration MTSS	1.1. Administration will check in daily with teachers on any behavior issues. MTSS will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly or as needed.	1.1. EASI ODR and suspension data cross-referenced with mainframe discipline data		

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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
	In-School Suspensions	In-School Suspensions					
The total number of in-school suspensions will stay at 0.							
The total out-of-school suspensions will remain at 0.							
1. The total number of In-School Suspensions will decrease by 10%.							
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							

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

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	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

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Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. Parent Involvement <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement.*</u>	<u>2013 Expected level of Parent Involvement.*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

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

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

Health and Fitness Goal(s)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	1.1.	1.1.	1.1.	1.1.	1.1.		

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Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
N/A							
		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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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.</p> <p>- Not enough time for teachers to meet to collaborate and share effective instructional strategies and best practices</p> <p>- Not all teachers know how to ask higher order/ open-ended questions during instruction.</p>	<p>1.1.</p> <p>-Three Monday's a month on early release days we will be meeting in PLC's for mini-trainings and book studies.</p> <p>-Key staff will provide training during PLCs and faculty meetings to increase teachers' knowledge and implementing higher order questioning skills and techniques.</p> <p>-Daily Administration walkthroughs of classrooms will be done.</p>	<p>1.1.</p> <p><u>Who</u></p> <p>Principal and trained staff members</p> <p><u>How</u></p> <p>- Administration will review PLCs logs and provide feedback.</p>	<p>1.1.</p> <p>PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.1.</p> <p>PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>		
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Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*					
The percentage of teachers who strongly agree with the indicator that “ the teachers that I work with deliver lessons that consistently include higher order thinking skills ” this will increase from 70% to 75%.							
	70%	75%					
		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

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

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<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. N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		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.		

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<u>Reading Goal B:</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							
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					

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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
<p><u>CELLA Goal #C:</u></p> <p>Enter narrative for the goal in this box.</p> <p>N/A</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					

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

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<p><u>CELLA Goal #D:</u></p> <p>Enter narrative for the goal in this box.</p> <p>N/A</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<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.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>Enter narrative for the goal in this box.</p> <p>N/A</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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		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	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?			
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.		

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

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		
<p><u>Mathematics Goal G:</u> Enter narrative for the goal in this box. N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		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 effectiveness of strategy?	Student Evaluation Tool		

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<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>		
<p><u>Science Goal J:</u></p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		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		

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<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.	M.1.	M.1.	M.1.		
<p>Writing Goal M: N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		M.2.	M.2.	M.2.	M.2.	M.2.	

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		M.3.	M.3.	M.3.	M.3.	M.3.	
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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	Strategy Data Check	Student Evaluation Tool
<u>STEM Goal #1:</u> Support informal STEM experiences for students through partner organizations such as The Florida Aquarium, Museum of Science & Industry and Crystal Springs Nature Park	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Align STEM experiences with standards. -Create follow up projects to reinforce what they learned on the trip.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative walk-throughs	1.1 Logging number of project-based learning in math, and science per quarter. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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STEM Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC focus on STEM Integration- Science Fair	K-5	Administration	Math and science teachers	On going	Walkthroughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to				

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	Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<u>CTE Goal #1:</u> Increase the number of careers students see by going to another school and attending field trips.	1.1.	1.1. -Provide field trips to local businesses -Students will attend the Great American Teach-In at Gorrie Elementary.	1.1. AP/ Teachers Will monitor field trips to ensure that a variety of careers are experienced by the students.	1.1 Teachers will monitor students reflections and engagement activities related to field trip experiences.	1.1. Log of career exposure and experience. Journal writing
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

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

Yes No

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

Describe the use of SAC funds.		
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Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading/Writing/Math/Science/ Attendance Goal 1, strategy 1.1	Dog Tags reward incentives for increased achievement in core subjects and attendance	\$178.20	\$178.20
Final Amount Spent	\$178.20		