Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Kimbell Elementary	District Name: HIllsborough
Principal: Sheryl Marceaux	Superintendent: Mary Ellen Elia
SAC Chair: Zemenaye Belda/Bridgit MIller	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Sheryl Marceaux	B.S. Elementary Ed. MEd. Educational Leadership	5	15	11/12: C 10/11: C 79% AYP 09/10: C 79% AYP 08/09: C 79% AYP
Assistant Principal	Shelly Curcio	B.S. Elementary Ed. MEd. Reading Certification Educational Leadership	5	5	11/12: C 10/11: C 79% AYP 09/10: C 79% AYP 08/09: C 79% AYP

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)
Science Resource	Richard Robinson	BA K-6 ESOL	5	5	08-09: C 49% scored Level 3 or above in FCAT 09-10: C 26% scored Level 3 or above in FCAT 10-11: C 40% scored Level 3 or above in FCAT 11-12: C 39% scored Level 3 or above in FCAT

Math Resource	Lesley Lynn	MEd. Elementary Ed. B.S. Reading Education K-12	3	3	10-11: C 66% scored Level 3 or above on FCAT 65% of all curriculum made learning gains 63% of bottom quartile made learning gains 11-12: C 40% scored Level 3 or above on FCAT 58% of all curriculum made learning gains 62% of bottom quartile made learning gain
Reading Coach	Michelle LaCosta	B.S. Reading Education K-12	2	2	10-11: 2nd grade teacher at Lake Magdalene Elementary 11-12: C 34% scored Level 3 or above on FCAT 59% of all curriculum made learning gains 69% of bottom quartile made learning gain

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. Recruitment Fairs	Supervisor of teacher recruitment	Ongoing	
3. MAP	Supervisors of data analysis	July 2012	
4. Performance Pay	General Director of Federal Programs	July 2012	
5. Regular meetings of new teachers with administration	Administration	Ongoing	
6. Kimbell New Teacher Orientation	Principal Assistant Principal	August 2012	
7. Partnering new teachers with veteran staff	Assistant Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-	**Provide the strategies that are being implemented to support the staff in becoming highly effective**

of-field/ and who are not highly qualified.	
9 out-of –field teachers	Communication of ESOL Courses as they are offered throughout the district. Communication with staff to encourage addition of ESOL on certificate.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	4% (3)	51% (26)	37% (19)	8% (4)	25% (13)	100% (51)	4% (2)	6% (3)	61% (31)

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
Michelle Perez	Lindsey Buchanan – K Kristin Edwards – 1st Erin Ferro – 1st Kristina DeMars – 2nd Renee McGacock – 4-5 EBD Stephanie Urso – VE Melissa Justiniano – VE Jessica Crawford - VE	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 assessments, conferencing and problem solving.

Lesley Lynn Michelle LaCosta Colleen Fitzpatrick Ashley Errickson Ingrid Johnson Bridgit Miller Zemanaye Belda Miriam Everett Nikki Roberts Erin Martin Morgan Beasley Rachel Kaplan Melanie Traina	Lindsey Buchanan – K Kristin Edwards – 1st Rocio Ramirez	The teachers listed were all identified as mentors based on particular strengths they exhibit in curriculum, instruction and classroom management. These teachers all participate in supporting teachers that are new to Kimbell with previous experience and new to the district that may have a district mentor.	The mentor teachers have opened up their classrooms to allow for classroom observations from the mentee teachers. Planning and coaching sessions have been, and will be planned, as needed.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.

Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs NA
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education NA
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

A. Sheryl Marceaux - Principal
B. Shelly Curcio - Assistant Principal for Curriculum
C. Anita Greenbaum - School Psychologist
D. Cynthia Sherry - Guidance Counselor
E. Michelle LaCosta - Reading Coach
F. Rachel Kaplan - ESE Specialist
G. Nikki Counce - Social Worker
H. Diana Reta - ELL Resource Teacher
I. Lesley Lynn – Math Resource Teacher
J. Richard Robinson – Science Resource Teacher
K. Shannon Gironas - SPL
L. Melanie Murray – Behavior Specialist *as needed

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?

Our RtI team holds weekly meetings to analyze school-wide data. The team meets with PLCs every six weeks to discuss student performance and analyze data to place students in appropriate tiers and intervention groups. We created a visual representation for each grade, each tier, and for every student. When PSLT grade level consultants meet with PLCs and they will update the tiers. We review our CBM data regularly and from that data we can change interventions groups and adjust students' tiers. Representatives of PSLT serve upon the Curriculum Leadership Team , SAC and the Literacy Leadership team to ensure alignment of initiatives and a common language throughout the school.

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 Leadership Team assists in the development of the SIP in a variety of ways. The MTSS Team participates in ongoing data analysis as well as data analysis of the Opening of School Data report. Representatives from the MTSS Team served on the SIP work groups. The SIP work groups were subgroups that worked to develop the goal areas which included the strategy action steps. The MTSS Team will assist with the implementation and monitoring of the plan through ongoing data analysis. This analysis will enable us to see the effectiveness of the strategies described within the plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
- F.A.I.R. for Reading data – teachers will participate in individual data chats w/Reading Coach and PLCs will participate in grade level data chats
-Fluency Checks – school wide Fluency Sweeps occur 2 times/year. Tier II and Tier III students will be progressed monitored on a regular basis.
-Kimbell Writes for monthly Writing data
-PBS for ongoing behavior progress monitoring
-District formative math assessments for Math, Reading and Science data
-PLCs common assessments for Math
-Math Chapter Tests
-Easy CBM's for ongoing progress monitoring – All Tier III Children will be monitored regularly and Tier II as needed on EASY CBM

For Tier 1 the following data will specifically be reviewed:
-FAIR
-Quarterly Fluency Checks
- Monthly Running Record Data
- Kimbell Writes for Writing data
- PLCs common assessments for Math
- Math Chapter Tests
- District Formative Asessments

For Tier 2 the following data will specifically be reviewed:
- FAIR
- Bi weekly Fluency Checks
- Monthly Running Record Data
- Kimbell Writes for Writing data
- PLCs common assessments for Math
- Math Chapter Tests
- CBMs identified by student need

For Tier 3 the following data will specifically be reviewed:
- FAIR
- Weekly Fluency Checks
- Quarterly Running Record Data
- Kimbell Writes for Writing data
- PLCs common assessments for Math
- Math Chapter Tests
- CBMs identified by student need

Describe the plan to train staff on MTSS. Ongoing training will be provided during Faculty PLCs and Grade Level PLCs. This year we will continue focusing our training efforts on our schoolwide intervention program – Cougar Time. We will continue to train staff on the instructional components used within the program. We will also work to train faculty on the school-wide CBMs that will be used to gather progress monitoring data on our students. Grade level consultants will continue to work with PLCs to support completion of the RtI process and serve to answer any necessary questions. Additionally, PLC Facilitators will be trained at a more in depth level to assist with the overall process. A needs assessment survey will be conducted with the faculty to identify other areas of need where clarification and training may need to occur.
Describe plan to support MTSS. In order to support MTSS in our schools, we will: ● Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Leadership, SAC meetings, PBS, Attendance) ● Provide designated school personnel, in the form of grade level consultants, with the requisite knowledge and experience to support coordination and implementation of MTSS. ● Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The school-based LLT is comprised of: Sheryl Marceaux - Principal Shelly Curcio - Assistant Principal Michelle LaCosta - Reading Coach Kristin Burnside - Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets on a regular basis to review data and school trends. Professional development needs are indentified based on data analysis, and student/teacher needs are addressed. School-wide reading incentives are discussed on a regular basis. Members of the LLT also sit on our PSLT and Curriculum Leadership Team. Through this integration we are able to comprehensively analyze data, identify student needs and prescribe student interventions.

What will be the major initiatives of the LLT this year?
Our major initiatives are as follows:

1. Ensuring that all teachers are comfortable and have the necessary skills to implement appropriate independent reading programs within their classrooms. Emphasis will be placed on student goal setting, progress monitoring and student conferencing.
2. Ensuring that rigorous and appropriate guided reading lessons are being implemented. A focus will be placed on what needs to occur within the guided reading lesson and the intensive guided reading lesson. Emphasis will also be placed on using running records with miscue analysis and the comprehension rubric to identify student needs. Training will occur at the site related to the comprehension rubric and instructional implications.
3. A school-wide emphasis will be placed on differentiation of instruction within the Reader's Workshop Model. Staff development will occur with all staff members. Coaching and modeling will occur to assist teachers with implementation within their classrooms.
4. Assisting K-1 with the implementation of CCSS.
5. Working to develop ourselves as interventionists to ensure a high level of fidelity within our delivery of interventions.

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 five 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 Florida 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. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is 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. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

*High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).	1.1. - Not all teachers have knowledge and comfort level with implementation of conferences and monitoring of student accountability within independent reading. -Within the structure of the day, time to meet the needs of each individualized student and their independent reading goals.	1.1. Strategy: In order to increase students' automaticity and comprehension we will increase students' fluency rates. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who Classroom teachers Administration Leadership Team Reading Coach Reading Resource Peer and Mentor Evaluators How -Evidence of vocabulary instruction will be monitored through classroom walk –throughs. -PLC Logs will be turned into administration and reviewed for evidence of fluency and comprehension instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor)	1.1. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks	1.1. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports		
Reading Goal #1: In grades 3-5, the percentage of students scoring at a **Level 3 or higher** on the 2013 FCAT Reading will increase from 34% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	34%	**39%**					
		1.2. -Teachers are at varying skill levels regarding the usage of the teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources.	1.2. Strategy: In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.2. Who -Principal -Assistant Principal -Reading Coach -Reading Resource Teacher -Classroom Teachers - Peer and Mentor Evaluators How -PLC Logs will be turned into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	1.2. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/ Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks. First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	1.2. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports	

		1.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	1.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.3. Who Principal Assistant Principal Leadership Classroom Teachers How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	1.3. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	1.3. 2-3x Per Year -Common Benchmark Assessments During Nine Weeks -Common Benchmark Assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. - Not all teachers have knowledge and comfort level with implementation of conferences and monitoring of student accountability within independent reading. -Within the structure of the day, time to meet the needs of each individualized student and their independent reading goals.	2.1. Strategy: In order to increase students' automaticity and comprehension we will increase students' fluency rates. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.1. Who Classroom teachers Administration Leadership Team Reading Coach Reading Resource Peer and Mentor Evaluators How -Evidence of vocabulary instruction will be monitored through classroom walk –throughs.. -PLC Logs will be turned into administration and reviewed for evidence of fluency and comprehension instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Operational Second Nine Week Check Third Nine Week	2.1. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	2.1. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports		

			Check				
Reading Goal #2: In grades 3-5, the percentage of students scoring at a **Level 4 and Level 5** on the 2013 FCAT Reading will increase from 16% to 21%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16%	**21%**					

		2.2. -Teachers are at varying skill levels regarding the usage of the teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources.	2.2. Strategy: In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.2. Who -Principal -Assistant Principal -Reading Coach -Reading Resource Teacher -Classroom Teachers - Peer and Mentor Evaluators How -PLC Logs will be turned into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	2.2. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/ Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks. First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	2.2. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports	

		2.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	2.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.3. Who Principal Assistant Principal Leadership Classroom Teachers How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	2.3. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	2.3. 2-3x Per Year -Common Benchmark Assessments During Nine Weeks -Common Benchmark Assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1. - Not all teachers have knowledge and comfort level with implementation of conferences and monitoring of student accountability within independent reading. -Within the structure of the day, time to meet the needs of each individualized student and their independent reading goals.	3.1. Strategy: In order to increase students' automaticity and comprehension we will increase students' fluency rates. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	3.1. Who Classroom teachers Administration Leadership Team Reading Coach Reading Resource Peer and Mentor Evaluators How -Evidence of vocabulary instruction will be monitored through classroom walk –throughs.. -PLC Logs will be turned into administration and reviewed for evidence of fluency and comprehension instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Operational Second Nine Week Check Third Nine Week	3.1. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	3.1. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports		

			Check				
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 59 to 64.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59	**64**					

		3.2. -Teachers are at varying skill levels regarding the usage of the teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources.	3.2. Strategy: In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	3.2. Who -Principal -Assistant Principal -Reading Coach -Reading Resource Teacher -Classroom Teachers - Peer and Mentor Evaluators How -PLC Logs will be turned into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	3.2. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/ Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks. First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	3.2. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports	

		3.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	3.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans. .	3.3. Who Principal Assistant Principal Leadership Classroom Teachers How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	3.3. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	3.3. 2-3x Per Year -Common Benchmark Assessments During Nine Weeks -Common Benchmark Assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1. - Not all teachers have knowledge and comfort level with implementation of conferences and monitoring of student accountability within independent reading. -Within the structure of the day, time to meet the needs of each individualized student and their independent reading goals.	4.1. Strategy: In order to increase students' automaticity and comprehension we will increase students' fluency rates. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	4.1. Who Classroom teachers Administration Leadership Team Reading Coach Reading Resource Peer and Mentor Evaluators How -Evidence of vocabulary instruction will be monitored through classroom walk –throughs.. -PLC Logs will be turned into administration and reviewed for evidence of fluency and comprehension instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Operational Second Nine Week Check Third Nine Week	4.1. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	4.1. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports		

			Check				
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 69 to 74.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	69	**74**					

		4.2. -Teachers are at varying skill levels regarding the usage of the teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources.	4.2. <u>Strategy:</u> In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	4.2. <u>Who</u> -Principal -Assistant Principal -Reading Coach -Reading Resource Teacher -Classroom Teachers - Peer and Mentor Evaluators <u>How</u> -PLC Logs will be turned into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. <u>Leadership Team Level</u> -Problem-Solving Leadership Team/ Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.2. <u>2-3x Per Year</u> -3x Year FAIR <u>During Nine Weeks</u> -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports	

		4.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	4.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	4.3. Who Principal Assistant Principal Leadership Classroom Teachers How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	4.3. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	4.3. 2-3x Per Year -Common Benchmark Assessments During Nine Weeks -Common Benchmark Assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1. - Not all teachers have knowledge and comfort level with implementation of conferences and monitoring of student accountability within independent reading. -Within the structure of the day, time to meet the needs of each individualized student and their independent reading goals.	5A.1. Strategy: In order to increase students' automaticity and comprehension we will increase students' fluency rates. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	5A.1. Who Classroom teachers Administration Leadership Team Reading Coach Reading Resource Peer and Mentor Evaluators How -Evidence of vocabulary instruction will be monitored through classroom walk –throughs.. -PLC Logs will be turned into administration and reviewed for evidence of fluency and comprehension instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Operational Second Nine Week Check Third Nine Week	5A.1. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5A.1. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports		

			Check				
Reading Goal #5A: In grades 3-5, the percentage of students scoring proficient on the 2013 FCAT Reading will increase in the following subgroups: White – 50% to 55%, Black – 32% to 39%, and Hispanic – 31% to 38%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:50 Black: 32 Hispanic: 31 Asian: NA American Indian: NA	White:55 Black: 39 Hispanic: 38 Asian: NA American Indian: NA					

		5A.2 -Teachers are at varying skill levels regarding the usage of the teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources.	5A.2. <u>Strategy:</u> In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5A.2. <u>Who</u> -Principal -Assistant Principal -Reading Coach -Reading Resource Teacher -Classroom Teachers - Peer and Mentor Evaluators <u>How</u> -PLC Logs will be turned into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. <u>Leadership Team Level</u> -Problem-Solving Leadership Team/ Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.2. <u>2-3x Per Year</u> -3x Year FAIR <u>During Nine Weeks</u> -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports	

		5A.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	5A.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	5A.3. Who Principal Assistant Principal Leadership Classroom Teachers How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5A.3. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5A.3. 2-3x Per Year -Common Benchmark Assessments During Nine Weeks -Common Benchmark Assessments	
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. - Not all teachers have knowledge and comfort level with implementation of conferences and monitoring of student accountability within independent reading. -Within the structure of the day, time to meet the needs of each individualized student and their independent reading goals.	5B.1. Strategy: In order to increase students' automaticity and comprehension we will increase students' fluency rates. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	5B.1. Who Classroom teachers Administration Leadership Team Reading Coach Reading Resource Peer and Mentor Evaluators How -Evidence of vocabulary instruction will be monitored through classroom walk –throughs.. -PLC Logs will be turned into administration and reviewed for evidence of fluency and comprehension instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Operational Second Nine Week Check Third Nine Week	5B.1. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5B.1. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports		

			Check				
Reading Goal #5B: The percentage of Economically disadvantaged students scoring proficient on the 2013 FCAT Reading will increase from 32% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32%	**39%**					

		5B.2 -Teachers are at varying skill levels regarding the usage of the teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources.	5B.2. In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	5B.2. Who -Principal -Assistant Principal -Reading Coach -Reading Resource Teacher -Classroom Teachers - Peer and Mentor Evaluators How -PLC Logs will be turned into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	5B.2. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/ Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks. First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	5B.2. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports	

		5B.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	5B.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	5B.3. Who Principal Assistant Principal Leadership Classroom Teachers How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5B.3. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5B.3. 2-3x Per Year -Common Benchmark Assessments During Nine Weeks -Common Benchmark Assessments	
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. See Reading Goal # 1 for Information	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: The percentage of ELL students scoring proficient on the 2013 FCAT Reading will increase from 32% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32%	**39%**					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. - Not all teachers have knowledge and comfort level with implementation of conferences and monitoring of student accountability within independent reading. -Within the structure of the day, time to meet the needs of each individualized student and their independent reading goals.	5D.1. Strategy: In order to increase students' automaticity and comprehension we will increase students' fluency rates. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	5D.1. Who Classroom teachers Administration Leadership Team Reading Coach Reading Resource Peer and Mentor Evaluators How -Evidence of vocabulary instruction will be monitored through classroom walk –throughs.. -PLC Logs will be turned into administration and reviewed for evidence of fluency and comprehension instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Operational Second Nine Week Check Third Nine Week	5D.1. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. Leadership Team Level -Problem-Solving Leadership Team/Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5D.1. 2-3x Per Year -3x Year FAIR During Nine Weeks -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports		

			Check				
Reading Goal #5D: The percentage of SWD scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 8% to 17%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	8%	**17%**					

		5D.2 -Teachers are at varying skill levels regarding the usage of the teaching strategy differentiation of instruction. -Teachers have a lack of understanding of how to implement available resources.	5D.2. In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5D.2. <u>Who</u> -Principal -Assistant Principal -Reading Coach -Reading Resource Teacher -Classroom Teachers - Peer and Mentor Evaluators <u>How</u> -PLC Logs will be turned into administration and reviewed for evidence of differentiation of instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share fluency rates with the Problem-Solving Leadership Team. <u>Leadership Team Level</u> -Problem-Solving Leadership Team/ Reading Leadership Team will review assessment data for trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.2. <u>2-3x Per Year</u> -3x Year FAIR <u>During Nine Weeks</u> -Running Records with reading comprehension retell rubric score - Independent Reading Conferences -Fluency Checks -I Station Reports	

		5D.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	5D.3. <u>Strategy:</u> In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5D.3. <u>Who</u> Principal Assistant Principal Leadership Classroom Teachers <u>How</u> PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.3. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC logs will be turned into administration and administration will provide feedback. <u>Leadership Team Level</u> -Evidence of PLC work will be observed during classroom walk throughs <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.3. <u>2-3x Per Year</u> -Common Benchmark Assessments <u>During Nine Weeks</u> -Common Benchmark Assessments	

Reading Professional Development

Professional Development (PD) aligned with						

Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guided Reading	K-5	Michelle LaCosta	PLCs grade K-5	September 2011	PLC logs will reflect focused conversations on effective guided reading. Evidence will be observed during walk throughs.	Administration Reading Coach
Book Study – RIGOR is NOT a Four Letter Word	Entire Staff	Shelly Curcio	All Staff	October – November 2012	PLC logs will reflect conversations on effectively planning for Rigor within the classrooms. Evidence will be observed during walk throughs.	Administration Reading Coach
Book Study – Comprehension and Collaboration	K-5	Michelle LaCosta	Teachers K-5	December 2012 – January 2013	PLC logs will reflect focused conversations on effective guided reading. Evidence will be observed during walk throughs.	Administration Reading Coach
Fluency Awareness Session	All Instructional Staff	Michelle La Costa	All Instructional Staff	October 2012	Same as above	Administration Reading Coach
5 Day Vocabulary Plan Update	All Instructional Staff	Michelle La Costa	All Instructional Staff	November 2012	Same as above	Administration Reading Coach

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).	1.1. Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem solving strategies. Not all teachers have knowledge and comfort level with the problem solving strategies	1.1. <u>Strategy:</u> -In order to strengthen the core mathematics curriculum and student knowledge, students will participate in mathematics lessons where teachers incorporate the standards of mathematical practice and the usage of problem solving strategies on a daily basis. Students will have daily opportunities to apply Standards for Mathematical Practice and problem solving strategies. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans. .	1.1. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.1. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments		

Mathematics Goal #1: In grades 3-5, the percentage of students scoring at a **Level 3 or higher** on the 2013 FCAT Math will increase from 40% to 45%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	40%	**45%**					

		1.2. -Not all teachers are aware how to model reading strategies within math content. -Not all teachers have knowledge of reading strategies and how to apply in mathematics	1.2. <u>Strategy:</u> -Increase student's comprehension of math word problems through the utilization of reading strategies in math. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans. .	1.2. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Problem solving leadership team will create a fidelity monitoring tool. -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	

		1.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	1.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.3. Who Principal Assistant Principal Leadership Classroom Teachers Peer and Mentor Evaluators How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	1.3 Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	1.3. 2-3x Per Year District Baseline and Mid-Year Testing -MYT tests -EOY test During Nine Weeks -Chapter Tests -Benchmark mini assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1. Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem solving strategies. Not all teachers have knowledge and comfort level with the problem solving strategies	2.1. <u>Strategy:</u> -In order to strengthen the core mathematics curriculum and student knowledge, students will participate in mathematics lessons where teachers incorporate the standards of mathematical practice and the usage of problem solving strategies on a daily basis. Students will have daily opportunities to apply Standards for Mathematical Practice and problem solving strategies. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans. .	2.1. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.1. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments		

Mathematics Goal #2: In grades 3-5, the percentage of students scoring at a **Level 4 and Level 5** on the 2013 FCAT Math will increase from 13% to 18%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13%	**18%**					

		2.2. -Not all teachers are aware how to model reading strategies within math content. -Not all teachers have knowledge of reading strategies and how to apply in mathematics	2.2. <u>Strategy:</u> -Increase student's comprehension of math word problems through the utilization of reading strategies in math. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.2. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Problem solving leadership team will create a fidelity monitoring tool. -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.2. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	

		2.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	2.3 Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.3. Who Principal Assistant Principal Leadership Classroom Teachers Peer and Mentor Evaluators How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	2.3 Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs Teacher Level PLC/Department Level Leadership Team Level First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	2.3. 2-3x Per Year District Baseline and Mid-Year Testing -MYT tests -EOY test During Nine Weeks -Chapter Tests -Benchmark mini assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1. Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem solving strategies. Not all teachers have knowledge and comfort level with the problem solving strategies	3.1. <u>Strategy:</u> -In order to strengthen the core mathematics curriculum and student knowledge, students will participate in mathematics lessons where teachers incorporate the standards of mathematical practice and the usage of problem solving strategies on a daily basis. Students will have daily opportunities to apply Standards for Mathematical Practice and problem solving strategies. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	3.1. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.1. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments		

Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 58 to 63points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58 pts	**63 pts**					

		3.2. -Not all teachers are aware how to model reading strategies within math content. -Not all teachers have knowledge of reading strategies and how to apply in mathematics	3.2. <u>Strategy:</u> -Increase student's comprehension of math word problems through the utilization of reading strategies in math. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	3.2. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Problem solving leadership team will create a fidelity monitoring tool. -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	3.2. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	

		3.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	3.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	3.3. Who Principal Assistant Principal Leadership Classroom Teachers Peer and Mentor Evaluators How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	3.3 Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	3.3. 2-3x Per Year District Baseline and Mid-Year Testing -MYT tests -EOY test During Nine Weeks -Chapter Tests -Benchmark mini assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1. Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem solving strategies. Not all teachers have knowledge and comfort level with the problem solving strategies	4.1. <u>Strategy:</u> -In order to strengthen the core mathematics curriculum and student knowledge, students will participate in mathematics lessons where teachers incorporate the standards of mathematical practice and the usage of problem solving strategies on a daily basis. Students will have daily opportunities to apply Standards for Mathematical Practice and problem solving strategies. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	4.1. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.1. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments		

Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 62 to 67points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62pts	**67pts**					

		4.2. -Not all teachers are aware how to model reading strategies within math content. -Not all teachers have knowledge of reading strategies and how to apply in mathematics	4.2. <u>Strategy:</u> -Increase student's comprehension of math word problems through the utilization of reading strategies in math. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	4.2. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Problem solving leadership team will create a fidelity monitoring tool. -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	4.2. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	

		4.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	4.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	4.3. Who Principal Assistant Principal Leadership Classroom Teachers Peer and Mentor Evaluators How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	4.3 Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	4.3. 2-3x Per Year District Baseline and Mid-Year Testing -MYT tests -EOY test During Nine Weeks -Chapter Tests -Benchmark mini assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1. Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem solving strategies. Not all teachers have knowledge and comfort level with the problem solving strategies	5A.1. <u>Strategy:</u> -In order to strengthen the core mathematics curriculum and student knowledge, students will participate in mathematics lessons where teachers incorporate the standards of mathematical practice and the usage of problem solving strategies on a daily basis. Students will have daily opportunities to apply Standards for Mathematical Practice and problem solving strategies. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5A.1. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.1. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments		

Mathematics Goal #5A: The percentage of students scoring proficient on the 2013 FCAT Math Assessment will increase within the following subgroups: White – 61%-65% and Black – 37% to 43%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 61% Black: 37% Hispanic: Asian: American Indian:	White: 65% Black: 43% Hispanic: Asian: American Indian:					

		5A.2. -Not all teachers are aware how to model reading strategies within math content. -Not all teachers have knowledge of reading strategies and how to apply in mathematics	5A.2. <u>Strategy:</u> -Increase student's comprehension of math word problems through the utilization of reading strategies in math. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5A.2. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Problem solving leadership team will create a fidelity monitoring tool. -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.2. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	

		5A.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	5A.3. <u>Strategy:</u> In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5A.3. <u>Who</u> Principal Assistant Principal Leadership Classroom Teachers Peer and Mentor Evaluators <u>How</u> PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.3. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC logs will be turned into administration and administration will provide feedback. <u>Leadership Team Level</u> -Evidence of PLC work will be observed during classroom walk throughs <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5A.3. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	
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. Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem solving strategies. Not all teachers have knowledge and comfort level with the problem solving strategies	5B.1. Strategy: -In order to strengthen the core mathematics curriculum and student knowledge, students will participate in mathematics lessons where teachers incorporate the standards of mathematical practice and the usage of problem solving strategies on a daily basis. Students will have daily opportunities to apply Standards for Mathematical Practice and problem solving strategies. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	5B.1. Who Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators How -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5B.1. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLC's will review assessments on a regular basis. Leadership Team Level -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. First Nine Week Check Operational Second Nine Week Check Third Nine Week Check	5B.1. 2-3x Per Year District Baseline and Mid-Year Testing -MYT tests -EOY test During Nine Weeks -Chapter Tests -Benchmark mini assessments		

Mathematics Goal #5B: The percentage of economically disadvantaged students making satisfactory progress in Math will increase from 38% in 2012 to 44% in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%	**44%**					

		5B.2. -Not all teachers are aware how to model reading strategies within math content. -Not all teachers have knowledge of reading strategies and how to apply in mathematics	5B.2. <u>Strategy:</u> -Increase student's comprehension of math word problems through the utilization of reading strategies in math. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5B.2. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Problem solving leadership team will create a fidelity monitoring tool. -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5B.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5B.2. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	

		5B.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	5B.3. <u>Strategy:</u> In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5B.3. <u>Who</u> Principal Assistant Principal Leadership Classroom Teachers Peer and Mentor Evaluators <u>How</u> PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5B.3. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC logs will be turned into administration and administration will provide feedback. <u>Leadership Team Level</u> -Evidence of PLC work will be observed during classroom walk throughs <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5B.3. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem solving strategies. Not all teachers have knowledge and comfort level with the problem solving strategies	5D.1. <u>Strategy:</u> -In order to strengthen the core mathematics curriculum and student knowledge, students will participate in mathematics lessons where teachers incorporate the standards of mathematical practice and the usage of problem solving strategies on a daily basis. Students will have daily opportunities to apply Standards for Mathematical Practice and problem solving strategies. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5D.1. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.1. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments		

Mathematics Goal #5D: The percentage of SWD making satisfactory progress in mathematics will increase from 11% in 2012 to 20% in 2013. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11%	**20%**					

		5D.2. -Not all teachers are aware how to model reading strategies within math content. -Not all teachers have knowledge of reading strategies and how to apply in mathematics	5D.2. <u>Strategy:</u> -Increase student's comprehension of math word problems through the utilization of reading strategies in math. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5D.2. <u>Who</u> Principal Assistant Principal Math Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Problem solving leadership team will create a fidelity monitoring tool. -Evidence of problem solving implementation will be observed through classroom walk through. -PLC logs turned into administration. -Elementary math walk through form. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC's will review assessments on a regular basis. <u>Leadership Team Level</u> -Leadership team will monitor common monthly assessments and utilized assessment data to drive instruction. <u>1</u> <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.2. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	

		5D.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	5D.3. <u>Strategy:</u> In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	5D.3. <u>Who</u> Principal Assistant Principal Leadership Classroom Teachers Peer and Mentor Evaluators <u>How</u> PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.3. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLC logs will be turned into administration and administration will provide feedback. <u>Leadership Team Level</u> -Evidence of PLC work will be observed during classroom walk throughs <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	5D.3. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -MYT tests -EOY test <u>During Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through						

Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study – Math Exchange	K-5	Lesely Lynn	K-5 Teachers	October – November 2012	PLC logs will be reviewed for evidence of planning using strategies discussed in book. Math Resource Teacher will plan with all grade levels Administrative walkthroughs	Administration Math Resource Teacher
Book Study – RIGOR is Not a Four Letter Word	Entire Staff	Shelly Curcio	Entire Staff	October – November 2012	PLC logs will be reviewed for evidence of planning using strategies discussed in book. Administrative walkthroughs	Administration Math Resource Teacher
Standards in Mathematical Practice Update	K-5	Lesley Lynn	K-5 Teachers	November 2012	PLC logs will be reviewed for evidence of planning using strategies discussed in book. Administrative walkthroughs	Administration Math Resource Teacher
Ongoing PLC Planning and Collaboration	K-5	Lesley Lynn	K-5 Teachers	August –May(Lynn will plan with every team on a bi-weekly basis)	Same as above	Administration Math Resource Teacher

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. -Lack of common planning time to develop/ identify PLC mini-lessons and mini-assessments geared toward their student data -Not all teachers know how to utilize the science word wall.	1.1. <u>Strategy:</u> In order to increase students' comprehension we will increase students' knowledge and understanding of science vocabulary through explicit science vocabulary and usage of science word walls. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/ content area PLC action plans.	1.1. <u>Who</u> Principal Assistant Principal Science Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of vocabulary instruction will be monitored through classroom walk –throughs. -Word Walls will display focus vocabulary words. -PLC Logs will be turned into administration and reviewed for evidence of vocabulary instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.1. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share data with Leadership Team. <u>Leadership Team Level</u> -Leadership Team will review data for grade level trends. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.1. <u>2-3x Per Year</u> -2x Year -Beginning/End of Year Assessment <u>During Nine Weeks</u> -Science Journals -Mini- Assessments -Unit Assessments		

Science Goal #1: In grade 5, the percentage of students scoring at a **Level 3 or higher** on the 2013 FCAT Science will increase from 39% to 44%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	39%	**44%**					

		1.2. -Teachers are at varying skill levels of long-term investigations -Teachers are at varying skill levels of appropriate skills and strategies to implement within the science curriculum.	1.2. <u>Strategy:</u> -Students' science skills will improve through opportunities to participate in Hands on Instruction during lab activities and long-term investigations. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.2. <u>Who</u> Principal Assistant Principal Science Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of long-term investigations will be monitored through classroom walk –throughs. -PLC Logs will be turned into administration and reviewed for evidence of long-term investigation. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share data with Leadership Team. <u>Leadership Team Level</u> -Leadership Team will review data for grade level trends. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2. <u>2-3x Per Year</u> -2x Year -Beginning/End of Year Assessment <u>During Nine Weeks</u> -Science Journals -Mini- Assessments -Unit Assessments	

		1.3. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging students, explore time, accountable talk, higher order questioning, etc.	1.3. <u>Strategy:</u> In order to increase students' comprehension we will utilize reading strategies to increase students' knowledge and understanding of science content. Content will be taught through explicit instruction using reciprocal teaching via teachers think alouds and usage of Comprehension Toolkit resources. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.3. <u>Who</u> Principal Assistant Principal Science Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of implementation of integrating reading strategies throughout the science curriculum will be monitored during classroom walk –throughs. -PLC Logs will be turned into administration and reviewed for evidence of integrating reading strategies throughout the science curriculum. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.3. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share data with Leadership Team. <u>Leadership Team Level</u> -Leadership Team will review data for grade level trends. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.3. <u>2-3x Per Year</u> -2x Year -Beginning/End of Year Assessment <u>During Nine Weeks</u> -Science Journals -Mini- Assessments -Unit Assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1. -Lack of common planning time to develop/ identify PLC mini-lessons and mini-assessments geared toward their student data -Not all teachers know how to utilize the science word wall	2.1. <u>Strategy:</u> In order to increase students' comprehension we will increase students' knowledge and understanding of science vocabulary through explicit science vocabulary and usage of science word walls. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/ content area PLC action plans.	2.1. <u>Who</u> Principal Assistant Principal Science Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of vocabulary instruction will be monitored through classroom walk –throughs. -Word Walls will display focus vocabulary words. -PLC Logs will be turned into administration and reviewed for evidence of vocabulary instruction and implementation of curriculum guide. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.1. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share data with Leadership Team. <u>Leadership Team Level</u> -Leadership Team will review data for grade level trends. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.1. <u>2-3x Per Year</u> -2x Year -Beginning/End of Year Assessment <u>During Nine Weeks</u> -Science Journals -Mini- Assessments -Unit Assessments		

Science Goal #2: In grade 5, the percentage of students scoring at a **Level 4 and Level 5** on the 2013 FCAT Science will increase from 11% to 14%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	11%	**14%**					

		2.2. -Teachers are at varying skill levels of long-term investigations -Teachers are at varying skill levels of appropriate skills and strategies to implement within the science curriculum.	2.2. Strategy: -Students' science skills will improve through opportunities to participate in Hands on Instruction during lab activities and long-term investigations. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.2. Who Principal Assistant Principal Science Resource Teacher Classroom Teachers Peer and Mentor Evaluators How -Evidence of long-term investigations will be monitored through classroom walk –throughs. -PLC Logs will be turned into administration and reviewed for evidence of long-term investigation. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	2.2. Teacher Level -After common assessments are given, teachers will analyze data. PLC/Department Level -PLCs will review evaluation data. -PLC facilitator will share data with Leadership Team. Leadership Team Level -Leadership Team will review data for grade level trends. First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	2.2. 2-3x Per Year -2x Year -Beginning/End of Year Assessment During Nine Weeks -Science Journals -Mini- Assessments -Unit Assessments	

		2.3 -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging students, explore time, accountable talk, higher order questioning, etc	2.3 <u>Strategy:</u> In order to increase students' comprehension we will utilize reading strategies to increase students' knowledge and understanding of science content. Content will be taught through explicit instruction using reciprocal teaching via teachers think alouds and usage of Comprehension Toolkit resources. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.3. <u>Who</u> Principal Assistant Principal Science Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -Evidence of implementation of integrating reading strategies throughout the science curriculum will be monitored during classroom walk –throughs. -PLC Logs will be turned into administration and reviewed for evidence of integrating reading strategies throughout the science curriculum. -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.3. <u>Teacher Level</u> -After common assessments are given, teachers will analyze data. <u>PLC/Department Level</u> -PLCs will review evaluation data. -PLC facilitator will share data with Leadership Team. <u>Leadership Team Level</u> -Leadership Team will review data for grade level trends. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.3. <u>2-3x Per Year</u> -2x Year -Beginning/End of Year Assessment <u>During Nine Weeks</u> -Science Journals -Mini- Assessments -Unit Assessments	

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
Ongoing PLCs	K-5	Grade level PLC Facilitator	All teachers K-5	Monthly	Classroom walkthroughs and PLC Logs	Curcio
Long Term Investigations	K-5	Rick Robinson. Science Resource	All Teachers K-5	September	Classroom Walkthroughs and Grade Level Planning	Curcio, Robinson

End of Science Goals

Writing/Language Arts Goals

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

1. Students scoring at Achievement Level 3.0 or higher in writing.	2.1. -Teachers are uncomfortable with identifying specific crafts in literature. -Teachers are uncomfortable with utilizing think alouds and modeling.	2.1. <u>Strategy:</u> In order to strengthen the core writing curriculum and increase students' writing skills we will focus on students' usage of elaboration through the use of elaboration techniques and specific crafts as modeled and practiced daily in writer's workshop. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.1. <u>Who</u> Principal Assistant Principal Writing Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration -Classroom walkthroughs observing the strategy -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.1. <u>Teacher Level</u> -Monthly demand writes, daily writes, and conferencing notes are reviewed to determine the needs of students. <u>PLC/Department Level</u> -PLC's will chart student data to note number of students at specific benchmark levels following monthly writing prompts. <u>Leadership Team Level</u> -PLC facilitator will share data with Leadership Team. Leadership Team will review data for grade level trends. <u>First Nine Week Check</u> Emerging <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.1. <u>2-3x Per Year</u> -Demand Writes Check Points <u>During Nine Weeks</u> -Student monthly demand writes -student daily drafts - conferencing notes		

Writing/LA Goal #1: In grade 4, the percentage of students scoring at a **Level 3.0 or higher** on the 2013 FCAT Writing will increase from 80% to 85%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80%	**85%**					

		2.2. -Teachers struggle with time to complete the recursive writing process two times per nine weeks. -Teachers struggle with coaching students on how to complete a full piece through the writing process.	2.2. <u>Strategy:</u> -In order to strengthen the core writing curriculum and increase students' writing skills we will teach writing as a recursive process: plan, draft, revise, edit, and publish. Students will work though the entire process a minimum of one time per nine weeks. <u>Action Steps:</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.2. <u>Who</u> Principal Assistant Principal Writing Resource Teacher Classroom Teachers Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration -Classroom walkthroughs observing the strategy -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2. <u>Teacher Level</u> -Monthly demand writes, daily writes, and conferencing notes are reviewed to determine the needs of students. <u>PLC/Department Level</u> -PLC's will chart student data to note number of students at specific benchmark levels following monthly writing prompts. <u>Leadership Team Level</u> -PLC facilitator will share data with Leadership Team. Leadership Team will review data for grade level trends. <u>First Nine Week Check</u> Operational <u>Second Nine Week Check</u>	1.2. <u>2-3x Per Year</u> -Demand Writes Check Points <u>During Nine Weeks</u> -Student monthly demand writes -student daily drafts - conferencing notes	

					Third Nine Week Check		

		2.3. -Lack of organized planning time to allow teachers authentic opportunities to work within their Professional Learning Community -Varying levels of knowledge and comfort with implementing common assessments and using data to inform instruction	2.3. Strategy: In order to maximize our instructional efforts we will provide regular opportunities for teachers to collaborate within Professional Learning Communities to have focused conversations and data chats on student learning, common assessments, curriculum guides, instructional strategies and meeting the needs of all students through differentiation of instruction. Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.	2.3. Who Principal Assistant Principal Writing Resource Teacher Classroom Teachers Peer and Mentor Evaluators How PLC logs will be turned into administration and administration will provide feedback. -Evidence of PLC work will be observed during classroom walk throughs -EET formal observations (Administration and Peer/ Mentor) -EET informal observations (Administration and Peer Mentor) First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	2.3. Teacher Level -After monthly demand writes are given, teachers will analyze data. PLC/Department Level PLC logs will be turned into administration and administration will provide feedback. Leadership Team Level -Evidence of PLC work will be observed during classroom walk throughs First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	2.3. 2-3x Per Year -Demand Writes Check Points During Nine Weeks -Student monthly demand writes -student daily drafts - conferencing notes	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conferencing	K-5	Curcio	All K-5 Teachers	January	Walkthroughs	Curcio
Ongoing PLCs	K_5	Grade Level PLC Facilitators	All K-5 Teachers	Monthly	Walkthroughs and PLC Logs	Curcio

End of Writing Goals

Attendance Goal(s)

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

1. Attendance	1.1. There is not a system to reinforce parents and students for facilitating improvement in attendance.	1.1. Beginning at the 5th unexcused absence, guidance and social work collaborate to assure that a letter is sent home to parents outlining the state statue that requires parents to send students to school. If a student's attendance improves (no absences in a 20 day period) positive contact will be made with the parent regarding the increase in their child's attendance. The School Social Worker will meet with targets students to develop individual attendance improvement plans. Incentives are provided to individual students who show improvement and meet goals.	1.1. Social Worker Guidance Counselor PSLT	1.1. PSLT will disaggregate attendance data and maintain communication about these children	1.1 Instructional Planning Tool Attendance/ Tardy data will be reviewed at Attendance Committee Meetings		

Attendance Goal #1: **The attendance rate will increase from 94.64% in 2011-2012 to 95% in 2012-1013.** **The number of students who have 10 or more unexcused absences throughout the school year will decrease from 71 in 2011-2012 to 65 in 2012-2013.** **The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 189 in 2011-2012to 170in 2012-2013.**	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94.64	**95**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	71	**65**					

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	189	**170**					
		1.2. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance	1.2. An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist, classroom teacher, and behavior specialist) communicate with the family to create an Attendance Improvement Plan.	1.2. Social Worker Guidance Counselor Other PSLT members as needed	1.2. Social Worker/PSLT review data monthly on Tier 3 students (provided by social worker)	1.2. Instructional Planning Tool Attendance/Tardy data will be reviewed at Attendance Committee Meetings	
		1.3. Communication with parents on the importance of being in school and assisting parents with knowledge of what was missed while their child was out.	1.3. Teachers will contact parents when a student has been absent for more than 2 consecutive days to check on student and provide information related to classroom activities.	1.3. Classroom teachers School Social Workers	1.3. Classroom teacher communication logs	1.3. Instructional Planning Tool Attendance/Tardy data 3.	

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

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

End of Attendance Goals

Suspension Goal(s)

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

1. Suspension	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations..	1.1. PBS team	1.1. PBS Team will review data on Office Discipline Referrals and out of school suspensions monthly.	1.1. UNTIE School Based Data Management System		
Suspension Goal #1: The total number of students receiving In-School Suspension will decrease from 22 in 2011-2012 to 15 in 2012-2013. The total number of Out-of-Suspensions (including ATOSS) will decrease from 23 in 2011-2012 to 20 in 2012-2013	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	31	**15**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					

	22	**15**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	23	**20**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	17	**15**					
		1.2. Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.2. **Tier 2**:"Check and Connect" program will be implemented to support targeted students.	1.2. Behavior Specialist Social Worker PBS Team	1.2. PBS Team will create a student data and goal setting sheet. PBS Team will review discipline data monthly. The Team will review data and report progress to PSLT monthly.	1.2 Biweekly Referral Data and Suspension Data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or						

PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support Training	Entire Staff	Melanie Traina, Shelly Curcio	Entire Staff	August 2012	Monitor behavior Data Administrative Walkthroughs	Behavior Specialist Administration
Ongoing PLC Behavior Management Discussions	Entire Staff	Melanie Traina, Shelly Curcio, Sheryl Marceaux	Entire Staff	August 2012-May 2013	Monitor behavior Data Administrative Walkthroughs	Behavior Specialist Administration

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	**Problem-solving Process to Dropout Prevention**						
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. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or						

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

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. Parent Involvement Parent Involvement Goal #2:	2.1.	2.1.	2.1.	2.1.	2.1.		
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

Professional Development						

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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

1. Health and Fitness Goal	1.1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	2. H.E.A.R.T. team.	2. H.E.A.R.T. team notes/ agendas	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.		
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 65% on the Pretest to 72% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	65%	**72%**					
		1.2.	3. Use of fitness equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the *150 Minutes of Elem. Physical Education* folder on IDEAS.	3. Physical Education Teacher	3. Lesson plans of Physical Education Teacher	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	

		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

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**						

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

Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
1. Continuous Improvement Goal	1.1. -Low attendance at family functions(Family Learning Nights, PTA, SAC) inhibits communication with parents related to school improvement goals. -Difficult for teachers to witness all parent/ administration communication. -Difficult to communicate School Improvement information in parent family language.	1.1. - Information related to School Improvement will be included in the newsletter on a regular basis. -School Improvement strategies will be showcased at Family Learning Nights. -School Improvement information will be posted on the marquee. -Strategies from the Parent Involvement/ Title I training will be implemented.	1.1. Who: Administration Classroom Teachers SAC Chairs How: Review of Monthly newsletter FLN Agendas Observations FLN Sign in and feedback sheets	1.1. Administration and SAC will review data from FLN feedback sheets	1.1. 2013 SCIP		

Continuous Improvement Goal #1: **The percentage of staff who strongly agree and somewhat agree with "My principal works with parents to achieve school improvement goals" will increase from 52.2% in 2012 to 65% in 2013.**	2012 Current Level :*	2013 Expected Level :*					
	52.2	**65**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).	A.1.	A.1.	A.1.	A.1.	A.1.		
Reading Goal A: Enter narrative for the goal in this box. **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		
Reading Goal B: Enter narrative for the goal in this box. **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1. See Reading Goals for strategies and other needed information. Specific Action Steps are listed on school based PLC action plans.	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 34% to39	2012 Current Percent of Students Proficient in Listening/Speaking:					
	34					
		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. See Reading Goals for strategies and other needed information. Specific Action Steps are listed on school based PLC action plans.	2.1.	2.1.	2.1.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 26% to 30%.	2012 Current Percent of Students Proficient in Reading : **26**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

E. Students scoring proficient in Writing.	2.1.	2.1. See Reading Goals for strategies and other needed information. Specific Action Steps are listed on school based PLC action plans. See Writing Goals for strategies and other needed information. Specific Action Steps are listed on school based PLC action plans.	2.1.	2.1.	2.1.	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 20% to 25%.	2012 Current Percent of Students Proficient in Writing : **20**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.		
Mathematics Goal F: Enter narrative for the goal in this box. **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		

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

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

Geometry EOC 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**		

H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal H: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal I: Enter narrative for the goal in this box. **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	**Problem-Solving Process to Increase Student Achieveme**						

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

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC 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**		
K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal K: Enter narrative for the goal in this box. **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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**		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology Goal L: Enter narrative for the goal in this box. **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1. time for math, science, ELA and other STEM teachers to collaborate on a regular basis	1.1 Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc..	1.1. PLC or grade level facilitators	1.1. Administrative, Resource Teacher and district personnel walk-throughs will be analyzed to assess success with implementing curriculum	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers. Science and Math Resource Teachers will use data to drive coaching and PD.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

End of STEM Goal(s)

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

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

CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 2 in 2011-2012 to 8 in 2012-2013.	1.1. Students lack of exposure to various careers Limited resources within community	3. Use career workbooks, videos, and activities.	1.1. Administration Guidance - lesson reflection and lesson log	1.1. Analyze data and reflect on ways to improve	1.1.Log of Activities
	1.2.	4.	1.2.	1.2.	1.2.
	1.3.	5. Implement assemblies with students regarding CTE career choices. Use this information to plan and carry out CTE career activities.	1.3. Administration Guidance - review assemblies and lesson logs	1.3. Analyze data and reflect on ways to improve	1.3. Log of Activities
		6. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	Administration Guidance – speaker log, review surveys from students and teacher	Analyze data and reflect on ways to improve	Log of Activities
		7 Administer career surveys to the students to see interest areas of focus.	Administration Guidance will review surveys	Analyze data and reflect on ways to improve	Log of Activities Analysis of surveys

CTE Professional Development

Professional Development (PD) aligned with Strategies through						

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

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

X Yes No

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

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

Reading Goal – Strategy #1 - In order to increase students' automaticity and comprehension we will increase students' fluency rates. Strategy # 2 - In order to enhance core curriculum and student learning an emphasis will be placed on differentiated instruction within the Reader's Workshop Model	Reading Incentives to support "Wild About Reading" incentive program and other reading incentive programs. Additional reading intervention materials to support differentiation of instruction. **Clarifying details:** Vendors may include: Oriental Trading, Target, Publix, Wal-Mart, Office Depot, Sam's Club	$400.00	
Attendance Goal 1.1	Incentives will be purchased (including food) to recognize classes, students and parents related to attendance and tardies. **Clarifying details:** Vendors may include: Oriental Trading, Target, Publix, Wal-Mart, Office Depot	$500.00	
Writing Goal 2.1 and 2.2	Incentives will be purchased to recognize students that are elaborating and using craft within writing. Incentives will support Writing Café and other school-wide writing incentives. **Clarifying details:** Vendors may include: Oriental Trading, Target, Publix, Wal-Mart, Office Depot	$100.00	
Science Goal - all strategies	Incentives will be purchased for students participating in Science Olympics, Science Fair and other school-wide science activities. **Clarifying details:** Vendors may include: Oriental Trading, Target, Publix, Wal-Mart, Office Depot	$100.00	
Final Amount Spent	1100.00		