

**Florida Department of Education**

***Howard W. Blake High School***



# School Improvement Plan (SIP) Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Howard W. Blake High School	District Name: School District of Hillsborough County	
Principal: Jacqueline K. Haynes	Superintendent: MaryEllen Elia	
SAC Chair: Angela Jennings	SAC Co-Chair: Agnes Ghansah	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

Hillsborough 2012  
Rule 6A-1.099811  
Revised July, 2012

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Jacqueline K. Haynes	Bachelor's & Master's Elementary Education ESOL Endorsement Guidance and Counseling PK - 12	11	17	<p>10-11 -74% AYP B {(46% made learning gains in reading and 75% made learning gains in math) Percentages meeting high standards R=41% and M=68%}</p> <p>09-10 -74% AYP A {(50% made learning gains in reading and 60% and 69% made learning gains in math) Percentages meeting high standards R=43% and M=63%}</p> <p>08-09 - 69% AYP D {(46% made learning gains in reading and 67% made learning gains in math) Percentages meeting high standards R=39%, M=68%, W=84%, S=44%}</p> <p>07-08 - 69% AYP D {(52% made learning gains in reading and 74% made learning gains in math) Percentages meeting high standards R=40%, M=64%, W=88%, S=37%}</p>
Assistant Principal	Keisha Thompson	B.S. Elementary Education, M. A. Educational Leadership	1	9	<p>10-11 -74% AYP B {(46% made learning gains in reading and 75% made learning gains in math) Percentages meeting high standards R=41% and M=68%}</p> <p>09-10 -74% AYP A {(50% made learning gains in reading and 60% and 69% made learning gains in math) Percentages meeting high standards R=43% and M=63%}</p> <p>08-09 - 69% AYP D {(46% made learning gains in reading and 67% made learning gains in math) Percentages meeting high standards R=39%, M=68%, W=84%, S=44%}</p> <p>07-08 - 69% AYP D {(52% made learning gains in reading and 74% made learning gains in math) Percentages meeting high standards R=40%, M=64%, W=88%, S=37%}</p>

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Assistant Principal	Gregory Basham	Bachelor's in Music, Masters of Education	3	4	<p>10-11 -74% AYP B{(46% made learning gains in reading and 75% made learning gains in math) Percentages meeting high standards R=41% and M=68%}</p> <p>09-10 -74% AYP A{(50% made learning gains in reading and 60% and 69% made learning gains in math) Percentages meeting high standards R=43% and M=63%}</p> <p>08-09 - 69% AYP D {(46% made learning gains in reading and 67% made learning gains in math) Percentages meeting high standards R=39%, M=68%, W=84%, S=44%}</p> <p>07-08 - 69% AYP D {(52% made learning gains in reading and 74% made learning gains in math) Percentages meeting high standards R=40%, M=64%, W=88%, S=37%}</p>
Assistant Principal	Jesse Salters	Bachelors, Masters in Ed Leadership	6	6	<p>10-11 -74% AYP B{(46% made learning gains in reading and 75% made learning gains in math) Percentages meeting high standards R=41% and M=68%}</p> <p>09-10 -74% AYP A{(50% made learning gains in reading and 60% and 69% made learning gains in math) Percentages meeting high standards R=43% and M=63%}</p> <p>08-09 - 69% AYP D {(46% made learning gains in reading and 67% made learning gains in math) Percentages meeting high standards R=39%, M=68%, W=84%, S=44%}</p> <p>07-08 - 69% AYP D {(52% made learning gains in reading and 74% made learning gains in math) Percentages meeting high standards R=40%, M=64%, W=88%, S=37%}</p>

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Assistant Principal	LeShea Serrano	B. A., Masters in Ed Leadership, Gifted, Chemistry 6-12, mid grade science 5-9	1	1	<p>10-11 -74% AYP B{(46% made learning gains in reading and 75% made learning gains in math) Percentages meeting high standards R=41% and M=68%}</p> <p>09-10 -74% AYP A{(50% made learning gains in reading and 60% and 69% made learning gains in math) Percentages meeting high standards R=43% and M=63%}</p> <p>08-09 - 69% AYP D {(46% made learning gains in reading and 67% made learning gains in math) Percentages meeting high standards R=39%, M=68%, W=84%, S=44%}</p> <p>07-08 - 69% AYP D {(52% made learning gains in reading and 74% made learning gains in math) Percentages meeting high standards R=40%, M=64%, W=88%, S=37%}</p>
Assistant Principal	David Williams	Bachelors, Masters, Doctorate in Ed Leadership	4	4	<p>10-11 -74% AYP B{(46% made learning gains in reading and 75% made learning gains in math) Percentages meeting high standards R=41% and M=68%}</p> <p>09-10 -74% AYP A{(50% made learning gains in reading and 60% and 69% made learning gains in math) Percentages meeting high standards R=43% and M=63%}</p> <p>08-09 - 69% AYP D {(46% made learning gains in reading and 67% made learning gains in math) Percentages meeting high standards R=39%, M=68%, W=84%, S=44%}</p> <p>07-08 - 69% AYP D {(52% made learning gains in reading and 74% made learning gains in math) Percentages meeting high standards R=40%, M=64%, W=88%, S=37%}</p>

**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

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teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Evyan Wagner	Drama(6-12)  Prekindergarten (age 3 – grade 3)  Reading, Endorsement	2	2	10-11 -74% AYP B{(46% made learning gains in reading and 75% made learning gains in math) Percentages meeting high standards R=41% and M=68%}  09-10 –74% AYP A{(50% made learning gains in reading and 60% and 69% made learning gains in math) Percentages meeting high standards R=43% and M=63%}  08-09 - 69% AYP D {(46% made learning gains in reading and 67% made learning gains in math) Percentages meeting high standards R=39%, M=68%, W=84%, S=44%}  07-08 - 69% AYP D {(52% made learning gains in reading and 74% made learning gains in math) Percentages meeting high standards R=40%, M=64%, W=88%, S=37%}
Math	Clayton Nylund	Master's in Curriculum and Instruction  Physics (6-12)  Mathematics (6-12)  Pre K-3	2	1	10-11 -74% AYP B{(46% made learning gains in reading and 75% made learning gains in math) Percentages meeting high standards R=41% and M=68%}  09-10 –74% AYP A{(50% made learning gains in reading and 60% and 69% made learning gains in math) Percentages meeting high standards R=43% and M=63%}  08-09 - 69% AYP D {(46% made learning gains in reading and 67% made learning gains in math) Percentages meeting high standards R=39%, M=68%, W=84%, S=44%}  07-08 - 69% AYP D {(52% made learning gains in reading and 74% made learning gains in math) Percentages meeting high standards R=40%, M=64%, W=88%, S=37%}

**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Richard Goode	June	
3. District Mentor Program	District Mentors	Ongoing	
4. District Peer Program	District Peers	Ongoing	
5. Opportunities for teacher leadership	Principal	Ongoing	
6. School based teacher recognition system	Principal	Ongoing	
7. PLC time dedicated weekly 7:00-7:40am	Principal	Ongoing	
8. Regular Meetings of New teacher with Principal and Peer Mentor	Principal	Ongoing	
9. Partnering new teachers with veteran staff	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.



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Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>Teachers</p> <ul style="list-style-type: none"> <li>• 12 out of field</li> </ul>	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><b><u>Administrators</u></b></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> <li>• Preparing and taking the certification exam</li> <li>• Completing classes need for certification</li> <li>• Provide substitute coverage for the teachers to observe other teachers</li> <li>• Discussion of what teachers learned during the observation(s)</li> </ul> <p><b><u>Academic Coach</u></b></p> <ul style="list-style-type: none"> <li>• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis</li> </ul> <p><b><u>Department Head/PLC</u></b></p> <ul style="list-style-type: none"> <li>• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.</li> </ul>

**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)).

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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
<b>117</b>	<b>8%</b> <b>(9)</b>	<b>28%</b> <b>(33)</b>	<b>42%</b> <b>(49)</b>	<b>22%</b> <b>(26)</b>	<b>38%</b> <b>(45)</b>	<b>90%</b> <b>(105)</b>	<b>13%</b> <b>(15)</b>	<b>6%</b> <b>(7)</b>	<b>19%</b> <b>(22)</b>

**Teacher Mentoring Program**

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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<p>Naze Sahebzamani</p>	<p>Michael Clifton</p>	<p>TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>
<p>Naze Sahebzamani</p>	<p>Abigail Francis</p>	<p>TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>

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Naze Sahebzamani	David Koons	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Naze Sahebzamani	Kurt Linderer	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Naze Sahebzamani	Micah Lomax	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Naze Sahebzamani	Nicole Sasser	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Naze Sahebzamani	Michael Wilde	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Naze Sahebzamani	Matthew Reyes	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Naze Sahebzamani	Cameron Coleman	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Naze Sahebzamani	Alfred Bell	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Naze Sahebzamani	Alexis Cooke	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Naze Sahebzamani	Ervin McPherson	TIP –The district mentor is with the EET initiative. The mentor has strengths in the area of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

**Additional Requirements**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012



### Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A</p> <p>Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant</p> <p>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.</p>
<p>Title I, Part D</p> <p>The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title II</p> <p>The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title III</p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>

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<p>Title X- Homeless</p> <p>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.</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>
<p>Violence Prevention Programs</p> <p>N/A</p>
<p>Nutrition Programs</p> <p>N/A</p>
<p>Housing Programs</p> <p>N/A</p>
<p>Head Start</p> <p>N/A</p>
<p>Adult Education</p> <p>N/A</p>
<p>C The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations</p> <p>Career and Technical Education</p>
<p>Job Training</p> <p>Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations</p>
<p>Other</p>

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

**School-Based MTSS/RtI Team**

Identify the school-based MTSS Leadership Team.

- Principal-Jacqueline Haynes
- Almaree Williams
- LeShea Serrano
- Claudette Reid
- Kenneth Muldrow
- Leah Kline
- Carol Sivard
- Stephanie Jennett
- Evyann Wagner
- Clayton Nylund
- Stefanie Gaboriault
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- Gail Olds

(Note not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

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

*The purpose of the core Leadership Team is to:*

- 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.*
- 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.*
- 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.*
- 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.*

The *Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:*

- Oversee the multi-layered model of *instructional* delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- *Ensure the master schedule incorporates allocated time for intervention support at all grade levels.*
- Determine scheduling needs, *and assist teacher teams in identifying research-based instructional* materials and intervention resources *at Tiers2/3*
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (*e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys*)
- *Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)*
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs

- *Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding* (data will be collected *and analyzed* by PLCs and *reported to the Leadership Team/PSLT*)
- *Use of Common Core Assessments by teachers teaching the same grade/subject area/course* (data will be collected *and analyzed* by PLCs *and reported to the Leadership Team/PSLT*)
- Implementation of research-based scientifically validated instructional strategies and/or interventions. (*as outlined in our SIP*)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- *On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.*
- *Support the* planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs *and Specialty PSLT.*
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

- The Chair of SAC is a member of the *Leadership Team/PSLT*.
- *The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.*
- The School Improvement Plan is the working document that guides the work *of the Leadership Team and all teacher teams*. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- *Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).*
- *The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.*
- The *Leadership Team/PSLT* and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - *Use the problem-solving model when analyzing data:*
    1. *What is the problem? (Problem Identification)*
    2. *Why is it occurring? (Problem Analysis and Barrier Identification)*
    3. *What are we going to do about it? (Action Plan Design and Implementation)*
    4. *Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)*
  - *Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance*
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - *Identify* appropriate progress monitoring assessments to be administered at *regular* intervals matched to the intensity of *the level of instructional/intervention support*

*provided.*

- *Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).*
- Review *progress monitoring data at regular intervals* to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment *support*).
- *Each PLC develops PLC action plan for SIP strategy implementation and monitoring.*
- Assess the implementation of the strategies on the SIP using the following questions:
  1. *Does the data show implementation of strategies are resulting in positive student growth?*
  2. *To what extent are we making progress toward the school's SIP goals?*
  3. *If we are making progress, what can we do to sustain what is working?*
  4. *What barriers to implementation are we facing and how will we address them?*
  5. *What should we do next? What should be our plan of action?*

**MTSS Implementation**

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

**Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series  Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series  Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series  Data Wall  <i>PLC Logs</i>	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network  Data Wall	Reading Coach/ <i>Reading Resource Teacher</i> / Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative



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Teachers' common core curriculum assessments on units of instruction/big ideas.  <i>Reading, Science, Algebra 1, Geometry, US History, and Biology</i>	<i>Ed-Line</i>  <i>PLC Database</i>  <i>PLC logs</i>	Individual Teachers/ Team Leaders/ PLC Facilitators/ <i>Leadership Team Member</i>
<i>Reports on Demand/Crystal Reports</i>	<i>District Generated Database</i>	<i>Leadership Team/Specialty PSLT</i>

**Supplemental/Intensive Instruction (Tiers 2 and 3)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
<i>Differentiated mini assessments based on core curriculum assessments.</i>	<i>Individual teacher data base</i>  <i>PLC/Department data base</i>	<i>Subject Area Coaches/PLCs</i>
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	School Generated Database in Excel	Leadership Team/PLCs/ <i>Individual Teachers</i>
<i>Research-based Computer-assisted Instructional Programs</i>	<i>Assessments included in computer-based programs</i>	<i>PLCs/Individual Teachers</i>

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Describe the plan to train staff on MTSS.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's *RtI Committee/RtI Facilitators* develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, *as identified by teacher needs assessment and/or EET evaluation data*, will occur during faculty meeting times or rolling faculty meetings. *The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide.* Our school will invite our area RtI Facilitator to visit quarterly (*or as needed*) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. 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, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel 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**

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

Evyan Wagner, Reading Coach

Jacqueline Haynes, Principal

Leah Kline, Title I Resource

Sarah Jankowski, Reading Resource

Sunny Royal, Teacher

Ruth Daley, Reading Department Head

Carol Sivard, Media Specialist

Ervin McPherson, Teacher

Leslie Hilton, Teacher

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

RLT meets in Reading PLC once a month. Purpose of meeting is to analyze school-wide data and create/implement action plans to support Reading school-wide.

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

Major initiatives will be aligned with a move toward CCSS—Text Complexity, Text-based questioning, and Close Reading.

***NCLB Public School Choice***

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

**\*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.

Text Complexity book studies, as well as workshops on CCSS, text-based questions, and close reading, will be held through PLC and via lunch n' learns and Monday Professional Development. Teachers will be responsible for implementing the strategies in their classrooms and will be monitored through PLC and walk-throughs.

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Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT should have representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

### **\*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?

Courses and coursework are established in Small Learning Communities, Professional Learning Communities, Career Academies, Career Pathways, Program Completers, the Magnet Program and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for post secondary readiness (Industry Certifications, College credit, job skills, etc).

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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?

Howard W. Blake High School will annually hold elective fairs with present and incoming students. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. Guidance Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, Howard W. Blake High School will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards

## Postsecondary Transition

The guidance department at Howard W. Blake High School provides the following college readiness activities to assist students in being prepared for college admission and a successful transition to the college and/or university experience:

- On campus college visitation and collaboration
- Pre and Post PSAT activities to prepare students for college admissions exams
- Assisting students with online SAT/ACT prep course
- Individualized consultation with each student that focuses on academic success and early college planning.
- Informational parent meetings at each grade level to provide testing information, college application process, scholarships, financial aid and community services.
- We provide classroom and individualized guidance regarding course selection in order for students to attain the highest achievement in academics and the arts.

A student transitioning smoothly from high school into the college experience is very imperative. For that reason, the guidance department is committed to providing a wealth of resources to our students so they will achieve at the highest level in academics and the arts. Students will be provided with a Guidance Resource Handbook to assist with academic preparations for high school and post high school success.

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](#).

### Analysis of High School Feedback Report

Howard W. Blake High School's has reflected over our *High School Feedback Report* Trends for the last three years. The following is a summary from our annual analysis.

Howard W. Blake High School's percentage of graduates completing a college prep curriculum has increased from 64.7% to 71.1% over a three year period, a 6.4% increase.

During that same time period, the district increased by 1.1% (64.7% - 65.8%) and the state by 0.8% (58.8% - 59.6%). In addition, the number of graduates that enrolled in Algebra 1 prior to 9th grade, completed at least one Level 3 high school math course, completed at least one Dual Enrollment math course and completed at least one Level 3 or higher science course and were all above the district and the state averages for the same three year period.

**Strategies for Improving Student Readiness for Postsecondary**

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**District-Level**

The Career and Technical Education (CTE) Department provides our counselors with a binder and data base of the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- **Career Seeking and Investigations** - Provides 8<sup>th</sup> grade students an opportunity to explore the campus of Hillsborough Community College (HCC) and experience campus life and activities
- **Amazing Race** -Provides 12<sup>th</sup> grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- **Hi-Tec Trek** - Provides 11<sup>th</sup> graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

**School-Level**

Specifically at Howard W. Blake High School, students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Counselors will meet with all students to encourage students to complete the class and take the test. Communication letters on the SAT and ACT will be sent home with students to advertise the SAT and ACT prep classes and testing dates.
- College Visits - Various college representatives visit HWB to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.

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- Hi-Tec Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors are encouraged to attend senior night, where they receive their senior handbook and the counselors share valuable information about their senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - juniors and their parents are given their Junior Handbooks and important information about testing and senior year is shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – District offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework provided to graduation.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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



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<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1. Teachers are unfamiliar with choosing, evaluating and implementing complex text in their classrooms.</p>	<p>1. Content-specific book study through PLC using Fisher and Frey’s Text Complexity: Raising Rigor in Reading, accompanied by Coaching cycles geared toward the text.</p> <p><u>Common Core Reading Strategy Across all Content Areas</u></p> <p>Reading comprehension improves when <u>students are engaged in grappling with complex text.</u> Teachers need to understand how to <b>select/identify</b> complex text, <b>shift</b> the amount of informational text used in the content curricula, and <b>share</b> complex texts with all students. <u>All content area teachers are responsible for implementation.</u></p>	<p>1. <u>Who</u></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-<b>Reading Coach</b></li> <li>-Department Head</li> <li>-PLC facilitators of like grades and/or like courses</li> </ul> <p><u>How</u></p> <ul style="list-style-type: none"> <li>-Reading PLC Logs</li> <li>-Language Arts PLC Logs</li> <li>-Social Studies PLC Logs</li> <li>-Elective PLC Logs</li> <li>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</li> <li>-Administration and coach rotate through PLCs looking for complex text discussion.</li> <li>-Administration shares the positive outcomes observed in PLC meetings on a monthly</li> </ul>	<p>1.1. <u>Teacher Level</u></p> <ul style="list-style-type: none"> <li>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</li> <li>- <u>PLC Level</u></li> <li>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</li> <li>-PLCs reflect on lesson outcomes and data used to drive future instruction.</li> <li>-For each class/course, PLCs chart their overall progress towards the SMART Goal.</li> </ul> <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> <li>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team.</li> <li>-Data is used to drive teacher support and student supplemental instruction.</li> </ul>	<p>1.1. FCAT</p> <p><u>3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- Common assessments delivered in reading classes created by Reading PLC 3<sup>rd</sup> Quarter.</p>		
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			basis. -Reading coach will lead PLCS, collect data, notes, and conduct conferences with teachers. Regular visits to classrooms to ensure that complex text is being used will be conducted by Reading Coach and Administrative Team				
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 51% to 53%.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<b>51%</b>	<b>53%</b>					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>	<p>2.1. Teachers are unfamiliar with strategies to build text-based questions and teach text-based questioning.</p>	<p>2. Content specific PLC meetings and Professional Development on Text-based questioning. PD will be geared towards using TBQ in the classroom. (Exam Week)</p> <p><u>Common Core Reading Strategy Across all Content Areas</u></p> <p>Common Core</p> <p>Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u>. Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of</p>	<p>2.1. <u>Who</u></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-<b>Reading Coach</b></li> <li>-Department Head</li> <li>-PLC facilitators of like grades and/or like courses</li> </ul> <p><u>How</u></p> <ul style="list-style-type: none"> <li>-Reading PLC Logs</li> <li>-Language Arts PLC Logs</li> <li>-Social Studies PLC Logs</li> <li>-Elective PLC Logs</li> <li>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</li> <li>-Administration and coach rotate through PLCs looking for complex text discussion.</li> <li>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</li> </ul>	<p>2.1. <u>Teacher Level</u></p> <ul style="list-style-type: none"> <li>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</li> <li>- <u>PLC Level</u></li> <li>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</li> <li>-PLCs reflect on lesson outcomes and data used to drive future instruction.</li> <li>-For each class/course, PLCs chart their overall progress towards the SMART Goal.</li> </ul> <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> <li>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team.</li> <li>-Data is used to drive teacher support and student supplemental instruction.</li> </ul>	<p>2.1.</p> <p>FCAT</p> <p><u>3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- Common assessments delivered in reading classes created by Reading PLC.</p>		
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		students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <u>All content area teachers are responsible for implementation.</u>	<b>Reading coach will lead PLCS, collect data, notes, and conduct conferences with teachers. Regular visits to classrooms to ensure that TEXT-BASED QUESTIONING is being used will be conducted by Reading Coach and Administrative Team.</b>				
<u>Reading Goal #2:</u>  The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 32% to 34%.	<u>2012 Current Level of Performance:</u>  *	<u>2013 Expected Level of Performance:*</u>					
	<b>32%</b>	<b>34%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>3.1. Teachers are unfamiliar with the Close Reading Model.</p>	<p>3.1. PLC and PD with teachers to model Close Reading and help content area teachers understand how the model can be used with their curriculum.</p> <p>Reading Coach will help teachers locate and evaluate text to supplement curriculum that is appropriate for Close Reading beginning 4<sup>th</sup> quarter.</p>	<p>3.1. <u>Who</u></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-<b>Reading Coach</b></li> <li>-Department Head</li> <li>-PLC facilitators of like grades and/or like courses</li> </ul> <p><u>How</u></p> <ul style="list-style-type: none"> <li>-Reading PLC Logs</li> <li>-Language Arts PLC Logs</li> <li>-Social Studies PLC Logs</li> <li>-Elective PLC Logs</li> <li>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</li> <li>-Administration and coach rotate through PLCs looking for complex text discussion.</li> <li>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</li> </ul>	<p>3.1. <u>Teacher Level</u></p> <ul style="list-style-type: none"> <li>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</li> <li>- <u>PLC Level</u></li> <li>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</li> <li>-PLCs reflect on lesson outcomes and data used to drive future instruction.</li> <li>-For each class/course, PLCs chart their overall progress towards the SMART Goal.</li> <li><u>Leadership Team Level</u></li> <li>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team.</li> <li>-Data is used to drive teacher support and student supplemental instruction.</li> </ul>	<p>3.1.</p> <p>FCAT</p> <p><u>3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- common assessments delivered in reading classes created by Reading PLC__</p>	<ul style="list-style-type: none"> <li>• -</li> <li>c</li> <li>o</li> <li>m</li> <li>m</li> <li>o</li> <li>n</li> <li>a</li> <li>s</li> <li>s</li> <li>e</li> <li>s</li> <li>s</li> <li>m</li> <li>e</li> <li>n</li> <li>t</li> <li>s</li> <li>d</li> <li>e</li> </ul>	
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			<p>-Reading coach will lead PLCS, collect data, notes, and conduct conferences with teachers. Regular visits to classrooms to ensure that Close Reading is being used will be conducted by Reading Coach and Administrative Team</p>			<p>l i v e r e d  i n  r e a d i n g  c l a s s e s  c r e a t e d  b y  R e a d i n g</p>	
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<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 64 points to 66 points.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<b>64</b>	<b>66</b>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b>	4.1.  See GOALS 1, 2, 3	4.1.	4.1.	4.1.	4.1.		
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<p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 66 points to 68 points.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>66</b></p>	<p><b>68</b></p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p><b>2011-2012</b></p>	<p><b>2012-2013</b></p>	<p><b>2013-2014</b></p>	<p><b>2014-2015</b></p>	<p><b>2015-2016</b></p>	<p><b>2016-2017</b></p>	

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<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
<u>Reading Goal #5: SEE GOALS 1, 2, 3</u>							

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<p><b>5A. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5A.1.  See GOALS 1, 2, 3</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<u>Reading Goal #5A:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
<u>SEE GOALS 1, 2, 3</u>	<u>Level of</u>	<u>Level of</u>					
	<u>Performance:</u>	<u>Performance:*</u>					
The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 28% to 35%.	*						
	White: Y Black: 28 Hispanic: Y Asian: N/A American Indian: N/A	White: 75 Black: 35 Hispanic: 53 Asian: N/A American Indian: N/A					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

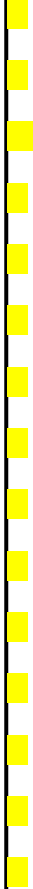
2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5B.1.  See GOALS 1, 2, 3	5B.1.	5B.1.	5B.1.	5B.1.		
<p><u>Reading Goal #5B:</u></p> <p><b>SEE GOALS 1, 2, 3.</b></p> <p>The percentage of the Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 39% to 41%.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					

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	<b>39%</b>	<b>41%</b>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. The majority of the content teachers are unfamiliar with strategies for teaching ELLs.</p> 	<p>5C.1 -ESOL Resource Teacher (ERT) provides professional development book study: <i>Classroom Instruction that works with English Language Learners</i> to content area teachers on how to embed ESOL strategies into core content lessons.  -ERT models lessons using ESOL strategies at PLCs  -Content teachers set SMART goals for ELL students for upcoming core curriculum assessments.  -Content teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group.  -Based on data, content teachers differentiate instruction to remediate/enhance</p>	<p>5C.1. -Principal or APC will monitor fidelity to professional development plan.  -PLC coordinator will monitor PLC logs for ESOL strategy modeling.  -ERT will ensure teachers have tools to set SMART goals, aggregate data, and differentiate instruction.  -Administrators will check for differentiation strategies for ELLs in their classroom walk-throughs.</p>	<p>5C.1. An increase in student semester exam grades in their content classes would indicate that the professional development and differentiated instruction have been effective.</p>	<p>5C.1. ELL semester exam grades in content (non-language arts) classes</p>		
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		instruction in a school wide PLC.					
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 7% to 9%.  ■  ■  ■  ■							
	<b>7%</b>	<b>9%</b>					
	—	5C.2. ELLs at varying levels of English language acquisition and acculturation are not placed consistently (i.e. in cohorts) in core courses.	5C.2. ERT will meet with Guidance Department to explore possible ways of grouping ELLs together in cohorts in core classes to facilitate better ESOL instruction.	5C.2 L. APC and Guidance will use these suggestions for ESOL cohorts when planning master schedule.	5C.2. The cohort strategy will be deemed effective if ELLs in cohorts score better on average than ELLs with the same teachers and same subjects in non-cohort classes.	5C.2. ELL semester exam grades in content (non-language arts) classes	



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		5C.3. Administrators are at varying skill levels regarding use of ESOL strategies in order to effectively conduct a fidelity check walk-through.	5C.3 District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of ESOL strategies.	5C.3. Administrators can share their observations of ESOL strategies during their weekly staff meetings with the school principal.	5C.3. Semester exam grades for teachers observed using ESOL strategies will be compared with grades from teachers not observed using those strategies to determine whether the walk-throughs were effective.	5C.3. ELL semester exam grades in content (non-language arts) classes.	
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1.  SEE GOALS 1, 2, 3.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>		
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<u>Reading Goal #5D:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Level of</u>	<u>Level of</u>					
<b>SEE GOALS 1, 2, 3.</b>	<u>Performance:</u>	<u>Performance:*</u>					
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 35% to 42%.	*						
	<b>35%</b>	<b>42%</b>					
		5D.2.	5D.2.	5D.2.	5D.2	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

**Reading Professional Development**

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

Please note that each

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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
Text Complexity	9-12, all	Evyan Wagner, Reading Coach	PLC, all content areas	rolling 3 week meetings	Classroom visits, including notes, post-conference in PLC	Reading Coach
Text-based Questioning	9-12, all	Evyan Wagner, Reading Coach	PLC, all content areas	rolling 2 week meetings	Classroom visits, including notes, post-conference in PLC	Reading Coach
Close Reading	9-12, all	Evyan Wagner, Reading Coach	PLC, all content areas	rolling 2 week meetings	Classroom visits, including notes, post-conference in PLC	Reading Coach
IEP Training	9-12, all	ESE Teachers	ESE Teachers  General Ed Teachers	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	9-12, all	DRT	PLCs ESE Teachers  General Ed Teachers	On-going	Classroom walkthroughs	Administration Team  DRT
Single Gender Education Training	9-12, all	Agnes Ghansah/ Sunny Royal	PLCs School-wide content teachers/PLC	On-going	Classroom walkthroughs	Administration Team  DRT

*End of Reading Goals*

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

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

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<p><b>H. Students scoring in the middle or upper third (proficient) in Geometry.</b></p>	<p>1.1. Teachers do not have enough time for lesson planning and collaboration</p>	<p>1.1. Five PLC's per semester will be allotted to lesson planning, co-teacher planning and collaboration.</p>	<p>1.1. Who? The PLC leader (Nylund)  How? Data Analysis  Department Head Nylund will ensure that each and every PLC is productive through effective planning and time management. Principal Haynes and Thompson will conduct "pop-in" observations to ensure this as well.</p>	<p>1.1. An effective strategy will result in student proficiency according to the evaluation tool.</p>	<p>1.1.  Common, chapter, assessments  Formative #1, 2 and 3  Semester 1 exam</p>		
<p><u>Geometry Goal H:</u>  The percentage of students scoring an A, B or C on the 2013 End-of-Course Geometry Exam will increase from 60% to 62%.  (Based upon SDHC scaling)</p>	<p><u>2012 Current Level of Performance</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					

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	60%	62%					
		1.2. Instruction is stratified from classroom to classroom.	1.2. Common assessments will be created for each chapter to ensure consistent instruction and pacing throughout the department. This will occur during PLC's.	1.2. Who? The PLC leader (Nylund)  How? Data Analysis  The data from common chapter assessments, as well as semester exams, will be disaggregated by topic/standard to determine which topics/standards need remediation and further attention. This data will be reviewed by Department Head Nylund, Principal Haynes and Principal Thompson.	1.2. An effective strategy will result in student proficiency according to the evaluation tool.	1.2.  Formative #1, 2 and 3  Semester 1 Exam	

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		<p>1.3. Teachers do not have enough time to analyze assessment data, identify struggling students and remediate those students.</p>	<p>1.3. Following the administration of a common, chapter assessment or formative assessment, teachers will.....</p> <p>(1) Analyze the data during PLC's.</p> <p>(2) Teachers and the math coach will identify struggling students based on data.</p>	<p>1.3. Who? The PLC leader (Nylund) and the Algebra 1 teachers</p> <p>How? Data Analysis</p> <p>The data from common chapter assessments, as well as semester exams, will be disaggregated by topic/standard to determine which topics/standards need remediation and further attention. This data will be reviewed by Department Head Nylund, Principal Haynes and Principal Thompson.</p>	<p>1.3. Who? The PLC leader (Nylund) and the Algebra 1 teachers</p> <p>How? Data Analysis</p>	<p>1.3.</p> <p>Common, chapter, assessments</p> <p>Formative #1, 2 and 3</p> <p>Semester 1 exam</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		



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<p><b>I. Students scoring in the upper third on Geometry.</b></p>	<p>2.1. Instruction is not differentiated for higher achieving students.</p>	<p>2.1. (1) An Algebra 1 Honors class was created to accommodate Blake's higher achieving Algebra 1 students. An honors text and assessments will be used for these students.</p> <p>(2) The implementation of the after-school Khan Academy. This is an opportunity for higher achieving students to work ahead with the assistance of a facilitating teacher.</p>	<p>2.1. Who?</p> <p>Clayton Nylund (Department Head)</p> <p>Algebra 1 Honors Teacher</p> <p>Khan Academy Facilitator</p> <p>How? Data Analysis</p> <p>Department Head Nylund will continually monitor the progress of the Algebra 1 Honors students and Khan Academy students. This will be determined by common-assessment data for each student.</p>	<p>2.1. An effective strategy will result in student proficiency according to the evaluation tool.</p>	<p>2.1. Formative #1, 2 and 3</p> <p>Semester 1 Exam</p>		
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<u>Geometry Goal I:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance:</u>					
The percentage of students scoring an A or B on the 2013 End-of-Course Geometry Exam will increase from 30% to 32%.							
	<b>30%</b>	<b>32%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

*End of Geometry EOC Goals*

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

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

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	ment						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>Alg1. Students scoring proficient/satisfactory performance in Algebra (Levels 3-5).</b>	1.1. Teachers do not have enough time for lesson planning and collaboration	1.1. Five PLC's per semester will be allotted to lesson planning, co-teacher planning and collaboration.	1.1. Who? The PLC leader (Nylund)  How? Data Analysis	1.1. An effective strategy will result in student proficiency according to the evaluation tool.	1.1.  Common, chapter, assessments  Formative #1, 2 and 3  Semester 1 exam		

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Algebra Goal #1:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 22% to 24%.							
	<b>22%</b>	<b>24%</b>					
		1.2. Instruction is stratified from classroom to classroom.	1.2. Common assessments will be created for each chapter to ensure consistent instruction and pacing throughout the department. This will occur during PLC's.	1.2. Who? The PLC leader (Nylund)  How? Data Analysis	1.2. An effective strategy will result in student proficiency according to the evaluation tool.	1.2. Formative #1, 2 and 3  Semester 1 Exam	

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		<p>1.3. Teachers do not have enough time to analyze assessment data, identify struggling students and remediate those students.</p>	<p>1.3. Following the administration of a common, chapter assessment or formative assessment, teachers will.....</p> <p>(1) Analyze the data during PLC's.</p> <p>(2) Teachers and the math coach will identify struggling students based on data.</p>	<p>1.3. Who? The PLC leader (Nylund) and the Algebra 1 teachers</p> <p>How? Data Analysis</p>	<p>1.3. An effective strategy will result in student proficiency according to the evaluation tool.</p>	<p>1.3.</p> <p>Common, chapter, assessments</p> <p>Formative #1, 2 and 3</p> <p>Semester 1 exam</p>	
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p><b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b></p>	<p>2.1. Instruction is not differentiated for higher achieving students.</p>	<p>2.1. (1) An Algebra 1 Honors class was created to accommodate Blake’s higher achieving Algebra 1 students. An honors text and assessments will be used for these students.  (2) The implementation of the after-school Khan Academy. This is an opportunity for higher achieving students to work ahead with the assistance of a facilitating teacher.</p>	<p>2.1. Who?  Clayton Nylund (Department Head)  Algebra 1 Honors Teacher  Khan Academy Facilitator  How? Data Analysis</p>	<p>2.1. An effective strategy will result in student proficiency according to the evaluation tool.</p>	<p>2.1. Formative #1, 2 and 3  Semester 1 Exam</p>		

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Algebra Goal #2:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 3% to 5%.							
	<b>3%</b>	<b>5%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

*End of Algebra EOC Goals*

**High School AMO Mathematics Goals**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	<b>SEE Algebra/Geometry EOC Goals 1 and 2.</b>					
<u>HS Mathematics</u> <u>Goal A:</u>  <b>SEE Algebra/Geometry EOC Goals 1 and 2.</b>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		



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<p><b>B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in mathematics.</b></p>	<p>3B.1. <b>SEE Algebra/Geometry EOC Goals 1 and 2.</b></p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p><u>HS Mathematics Goal B:</u>  <b>SEE Algebra/Geometry EOC Goals 1 and 2.</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Y Black: Y Hispanic: Y Asian: N/A American Indian: N/A</p>	<p>White: 52 Black: 31 Hispanic: 37 Asian: N/A American Indian: N/A</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	3C.1. <b>SEE Algebra/Geometry EOC Goals 1 and 2.</b>	3C.1.	3C.1.	3C.1.	3C.1.		

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<u>HS Mathematics</u> <u>Goal C:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of the ELL students scoring proficient/satisfactory on the 2013 EOC/ FAA will increase from 42% to 48%.	<b>42%</b>	<b>48%</b>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.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	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		

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<p><b>D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>3D.1. <b>SEE Algebra/Geometry EOC Goals 1 and 2.</b></p>	<p>3D.1.</p>	<p>3D.1.</p>	<p>3D.1.</p>	<p>3D.1.</p>		
<p><u>HS Mathematics Goal D:</u>  The percentage of the students with disabilities (SWD) scoring proficient/satisfactory on the 2013 EOC/FAA will increase from 49% to 54%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>49%</b></p>	<p><b>54%</b></p>					
		<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	
		<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position  Responsible for Monitoring	Process Used to Determine  Effectiveness of Strategy	Evaluation Tool		
<b>E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	3E.1.  <b>SEE Algebra/Geometry EOC Goals 1 and 2.</b>	3E.1.	3E.1.	3E.1.	3E.1.		
<u>HS Mathematics Goal E:</u>  The percentage of the Economically Disadvantaged students scoring proficient/satisfactory on the 2013 EOC/ FAA will increase from 55% to 60%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>55%</b>	<b>60%</b>					

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		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

**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
Common Assessment Development	Algebra 1  Geometry  Geometry Honors  Algebra 2  Algebra 2 Honors	Clayton Nylund (DH)	PLC	Each and every Monday	Analysis of common assessment data follow every test administration	Jean Mann (PLC Coordinator for Blake)  Jacqueline Haynes (Principal)
Single Gender Education Training	9-12, ALL	Agnes Ghansah/ Sunny Royal	School-wide content teachers/PLC	On-going	Classroom walkthroughs	Administration Team  DRT



*End of Mathematics Goals*

**Writing/Language Arts Goals**

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

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<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>1.1. -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing and the new FCAT 2.0 rubric.  -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.  -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>1.1. <b><u>Strategy</u></b> Students' use of mode-specific writing will improve through use of weekly Writers' Workshop/ daily instruction with a focus on mode-specific writing every Wednesday.  <b><u>Action Steps</u></b> -Based on baseline data, PLCs write SMART goals for the 4<sup>th</sup> Quarter. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.)  <b><u>Plan:</u></b> -Professional Development for updated rubric courses</p>	<p>1.1. <b><u>Who</u></b> Principal APC Department Head  <b><u>How Monitored</u></b> -PLC logs -Classroom walk-throughs -Observation Form -Conferencing while writing walk-through tool (for coaches)</p>	<p>1.1. See "Check" &amp; "Act" action steps in the strategies column</p>	<p>1.1. -Student monthly demand writes/ formative assessments  -Student drafts  -Student revisions  -Student portfolios  -Teacher/student conferences</p>		
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		<p>-Professional Development for instructional delivery of mode-specific writing</p> <p>-Using data to identify trends and drive instruction</p> <p>-Lesson planning based on the needs of students</p> <p><u><i>Do:</i></u></p> <p>-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points</p> <p>-Daily/ongoing conferencing</p> <p>-Data chats with students.</p> <p><u><i>Check:</i></u></p> <p>-PLC discussions and analysis of student writing to determine trends and needs</p>					
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		<p><u>Act:</u></p> <ul style="list-style-type: none"> <li>-Receive additional professional development in areas of need Common Core Training.</li> <li>-Seek additional professional knowledge through book studies/ research(Teach Like A Champion).</li> <li>-Spread the use of effective practices across the school based on evidence shown in the best practice of others</li> <li>-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.</li> <li>-Plan ongoing monitoring of the solution(s)</li> </ul>					
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<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring <b>Level 3.0</b> or higher on the 2013 FCAT Writes will increase from 83% to 85%.							
	<b>83%</b>	<b>85%</b>					

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		<p>1.2.</p> <ul style="list-style-type: none"> <li>-Improve the teaching of reading and writing skills of all Language Arts teachers.</li> <li>-Become more proficient at pacing and teaching Springboard lessons.</li> <li>-Begin aligning pacing and lessons with common core standards.</li> </ul>	<p>1.2.</p> <p><b><u>Strategy</u></b></p> <p>Students' reading, writing, language, and listening / speaking skills improves through engagement in college and career preparatory lessons/ activities/tasks that promote high levels of thinking.</p> <p><b><u>Action Steps</u></b></p> <p><b><u>Within PLCs</u></b></p> <p><b><u>Before the unit</u></b></p> <ul style="list-style-type: none"> <li>-Create norms.</li> <li>-Unpack an assessment and rubric 4<sup>th</sup> quarter.</li> <li>-Set SMART goals for the unit of instruction.</li> <li>-Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?)</li> <li>-Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment.</li> <li>-Reflect on barriers and successes from the year before.</li> </ul>	<p>1.2.</p> <p><b><u>Who</u></b></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-Instruction Coaches</li> <li>-Department Head</li> <li>-PLC facilitators of like grades and/or like courses</li> </ul> <p><b><u>How</u></b></p> <ul style="list-style-type: none"> <li>PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</li> <li>-PLCs receive feedback on their logs.</li> <li>-Administrators and coaches attend targeted PLC meetings</li> <li>-Progress of PLCs discussed at Leadership Team</li> <li>-Administration shares the data of PLC visits with staff on a monthly basis.</li> <li>-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</li> <li>-Administrator aggregates the walk-through data school-wide and shares with</li> </ul>	<p>1.2.</p> <p><b><u>Teacher Level</u></b></p> <ul style="list-style-type: none"> <li>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</li> <li>-Teachers maintain their assessments in the on-line grading system.</li> <li>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</li> </ul> <p><b><u>PLC Level</u></b></p> <ul style="list-style-type: none"> <li>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</li> <li>-PLCs reflect on lesson outcomes and data used to drive future instruction.</li> <li>-For each class/ course, PLCs chart their overall progress towards the SMART Goal.</li> </ul>	<p>1.2.</p> <p><b><u>During the Grading Period</u></b></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
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		<p>-Look at student assessment exemplars (previous students' assessments if available).</p> <p>-Visit the pacing guide and determine the pacing for the unit.</p> <p>-Decide on common terminology to use with students and during PLC discussions.</p> <p>-Look at the grammar instruction opportunities provided in the unit and determine their potential usage.</p> <p>-Decide on which vocabulary terms need to be taught during the unit.</p> <p>-Discuss the student's curriculum checklist.</p> <p>-Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels. _</p> <p>—</p> <p><u>During the unit</u></p> <p>-Determine:</p> <p>--What is working?</p> <p>--Is there a need to enrich the instruction? How?</p>	<p>staff the progress of strategy implementation monthly.</p>	<p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>		
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			<p>--What isn't working?</p> <p>--Is there a need to supplement the instruction? How?</p> <p>--Are the needs of our ELL/SWD being met?</p> <p>--How can civics be added into instruction? (Prompts on Culture and Conflict).</p> <p>--Is there a need for a demonstration classroom and/or teacher swap?</p> <p>-Conduct a pacing check.</p> <p>-Bring anchor activities (artifacts) to assess student understanding.</p> <p>-Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?)</p> <p>-Plan strategies to differentiate.</p> <p>-Plan higher order thinking questions.</p> <p>-Discuss portfolio implementation (Success/Barriers).</p> <p>-Discuss baseline data/data from anchor activities/data from EAs. (RTI)</p>			
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			<p>-Determine whether teachers want to add additional criteria to the EA rubric.</p> <p>-Discuss additions to the writer's checklists.</p> <p>—</p> <p><u>During the assessment</u></p> <p>-Agree upon a date when all assessments need to be completed.</p> <p>-Discuss successes and challenges.</p> <p><u>After the assessment</u></p> <p>Participate in an assessment Norming session (Data to be discussed after EAs are all scored).__</p> <p>—</p> <p><u>After all assessments have been scored</u></p> <p>-Reflect on the unit.</p> <p>-Reflect on the effectiveness of the PLC (survey).</p> <p>-Revisit portfolios.</p> <p>-Identify the skills students struggled with and determine which activities in further lessons will readdress the skills</p>			
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		<p>needing to be re-taught or strengthened.</p> <p>-Recognize successes and celebrate.</p> <p><b><i>In the classroom</i></b></p> <p><u>During the lessons,</u> <u>teachers:</u></p> <p>-Post essential questions and daily objectives.</p> <p>-Explicitly reference connections between the following: essential questions, daily objective, and assessment.</p> <p>-Select learning strategies as needed.</p> <p>-Group students appropriately.</p> <p>-Scaffold instruction building towards higher complexity.</p> <p>-Model and provide opportunities for guided and independent practice of skills aligned with the assessment.</p> <p>-Select academic vocabulary from text to be used during a unit of instruction.</p> <p>-Use multiple types of formative assessment and</p>				
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		<p>provide consistent checks for student understanding.</p> <p>-Use data during the lesson and after the assessment to inform instruction.</p> <p><u>During the lessons, students:</u></p> <p>-Understand the criteria which will be used to evaluate their work.</p> <p>-Understand the purpose of the lesson and its connection to the assessment.</p> <p>-Think critically and creatively.</p> <p>-Actively draw upon prior knowledge and use that knowledge to connect with lesson goals.</p> <p>-Know when, why, and how to use strategies when appropriate free of teacher support.</p> <p>-Collaborate within structured grouping.</p> <p>-Self assess understanding of content.</p> <p>-Use academic vocabulary in written and oral responses.</p>				
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			<u>After the lessons, teachers:</u> -Post exemplars of student work. -Self reflect on lessons.				
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		<p>1.3.</p> <p>-PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning.</p>	<p>1.3.</p> <p><b><u>Strategy</u></b></p> <p>Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> <li>1. What is it we expect them to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. How will we respond if they don't learn?</li> <li>4. How will we respond if they already know it?__</li> </ol> <p><b><u>Actions/Details</u></b></p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3.</p> <p><b><u>Who</u></b></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-Instruction Coaches</li> <li>-Department Heads</li> <li>-PLC facilitators of like grades and/or like courses</li> </ul> <p><b><u>How</u></b></p> <p>PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p>	<p>1.3.</p> <p>School has a system for PLCs to record and report data for SMART goal outcomes.</p>	<p>1.3.</p>
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**Writing/Language Arts Professional Development**

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)  On-going	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	9-12	English Department Head PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams		PLC logs turned into administration	Principal APC Department Head PLC Facilitators
	9-12				PLC logs turned into administration	
Springboard Pacing		English Department Head PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going		Principal APC Department Head PLC Facilitators

**Attendance Goal(s)**

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

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<p><b>1. Attendance</b></p>	<p>1.1. Attendance committee needs to meet on a monthly basis throughout the school year.  -Need support in building and maintaining the student database.</p>	<p>1.1. <u><b>Tier 1</b></u> The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets monthly.</p>	<p>1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1. Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1 Instructional Planning Tool Attendance/Tardy data  Ed Connect/Mainframe reports</p>		
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Attendance Goal #1:	<u>2012 Current</u> Attendance Rate:*	<u>2013 Expected</u> Attendance Rate:*					
1. The attendance rate will increase from 92% in 2011-2012 to 94% in 2012-2013.							
2. The attendance rate will increase from 92% in 2011-2012 to 94% in 2012-2013.							
The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 10%							
3.The number of students who have 10 or more <b>unexcused</b> tardies to school throughout the school year will decrease by 10%.							

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	<b>92.0%</b>	<b>93.0%</b>					
	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	<b>395</b>	<b>300</b>					
	<u>2012 Current Number of Students with Excessive Tardies</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	<b>37</b>	<b>30</b>					
		1.2. -Need an Edline Waiver to increase the number of teachers and frequency of grade postings.	1.2. <b><u>Tier 1</u></b> All teachers will post their attendance on EdConnect daily every period, and grades on Edline biweekly.	1.2. Assistant Principal /Team-Leaders/RTI/Department Heads will monitor Edline and Attendance Data.	1.2. Assistant Principal will use EdConnect / Edline reports to evaluate teacher's adherence to policy.	1.2. EDline /EdConnect /SDHC mainframe Attendance Reports	
		1.3. There is no system to reinforce parents for facilitating improvement.	1.3. <b><u>Tier 2</u></b> -Beginning at the 5 <sup>th</sup> unexcused absence a student is referred to the Intervention Team. ; Documented on the Intervention Form. After the 10 <sup>th</sup> unexcused absence a referral to social worker and /or school psychologist for services based on need.	1.3. Social Worker/Guidance Counselor/RTI/ PSLT	1.3. The attendance committee (which is a subset of the Leadership Team) will monitor the students with excessive absences.	1.3. Instructional Planning Tool for Attendance /Tardy data. SDHC attendance reports.	

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**(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
Classroom Management	9-12	A.P.	-Selected teachers with excessive tardies and skipping incidences.	As needed	Classroom walk – throughs and informal observations with feedback.	Principal and Assistant Principal
EET Review	9-12	A.P.	- Teachers school - wide	As needed	Classroom walk – throughs and informal observations with feedback.	Principal and Assistant Principal

*End of Attendance Goals*  
**Suspension Goal(s)**

SUSPENSION GOAL(S)	Problem-solving Process to Decrease Suspension						

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

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<p><b>1. Suspension: Suspension Goal</b>  <b>#1: To decrease the total number suspensions:</b></p>	<p>1.1                  --Lack of common &amp; consistent school wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1                  --Develop school wide norms to address common student expectation. Assistant Principals (AP1's) will continue implementing the school wide expectations and rules to students and <i>teachers</i>; these will be discussed through, Administrative staffing, faculty meetings, teacher &amp; student huddles, and Discipline Committee meetings.</p>	<p>1.1                  --Problem Solving Leadership Team: (PSLT) includes:                  --Principal (P) ,                  --Assistant Principal for Administration (APA),                  --Assistant Principal for Student Affairs (AP1's),                  --Administrative Resource Teacher (ART), through weekly meeting</p>	<p>1.1                  -- Administration will examine Referrals data on a weekly basis.</p>	<p>1.1                  -- Discipline data from: SDHC Mainframe (discipline report by incident).</p>		
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	<u>1(a) 2012 Total Number of</u>	<u>2013 Expected Number of</u>					
	<u>In-School Suspensions</u>	<u>In- School Suspensions</u>					
<p>1(a)--The total number of In-School Suspensions will decrease by 5% (38) from 761 in 2011-2012 to 723 in 2012-2013.</p>							
<p>1(b)--The total number of students receiving In-School Suspension will decrease by 5% (21) from 436 in 2011-2012 to 415 in 2012-2013.</p>							
<p>1(c)--The total number of Out-of-Suspensions (including ATOSS) will decrease by 5% (22) from 445 in 2011-2012 to 484 in 2012-2013.</p>							
<p>1(d)--The total number of students receiving Out-of-School Suspension will decrease by 5% (13) from 271 in</p>							

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2011-2012 to 258 in 2012-2013.							
	<b>761</b>	<b>723</b>					
	<u>1(b) 2012 Total Number of Students Suspended  In-School</u>	<u>2013 Expected Number of Students Suspended  In -School</u>					
	<b>436</b>	<b>415</b>					
	<u>1(c) 2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of  Out-of-School Suspensions</u>					
	<b>445</b>	<b>423</b>					
	<u>1(d) 2012 Total Number of Students Suspended  Out- of- School</u>	<u>2013 Expected Number of Students Suspended  Out- of-School</u>					
	<b>271</b>	<b>258</b>					



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		<p>1.2</p> <p>--Lack of positive incentives to motivate students to decrease the amount of referrals.</p>	<p>1.2</p> <p>--Administration will use Intervention Strategies (i.e. parent phone calls, detentions, work detail, conference with parent &amp; student, letter to parent, Call parent, place on probation, mediations, refer to guidance, intervention specialist, as well as, using Saturday school as an alternative for ISS or OSS/ATOSS.</p> <p>-- API's will create a focus group of students within their alphabet with discipline issues to monitor and mentor.</p> <p>--There will be a per grade level system incentive for students to decrease the total number of referrals per grade level. The winning grade level will receive a reward (e.g. ice cream social). Referral data will be held in the cafeteria and updated weekly.</p>	<p>1.2</p> <p>--Principal, --Assistant Principal for Administration , --Assistant Principal for Student Affairs (AP1's), and --Administrative Resource Teacher will track data and post it in the cafeteria on a weekly basis.</p>	<p>1.2</p> <p>--The Administrative team will review grade level data weekly</p>	<p>1.2</p> <p>--SDHC Mainframe Report &amp; Referral chart in the cafeteria.</p>	
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		1.3 -- There is a large disparity in the number of referrals from individual teachers.	1.3 -- Administration & Discipline committee will analyze data as well as make suggestions for additional training in classroom management for teachers in need (i.e. Classroom Management training & FBA/BIP trainings).	1.3 -- Administration: Principal, --Assistant Principal for Administration , --Assistant Principal for Student Affairs (AP1's), and --Administrative Resource Teacher on a weekly basis	1.3 -- Administration & Discipline committee will analyze data on referrals on monthly basis by instructor.	1.3 -- SDHC Mainframe discipline Reports by instructor.	
		1.4 --Lack of consistency in the mentorship programs.	1.4 --Mentors will take & assist in a more positive & active role in the discipline process.  --Develop a classroom lesson plan that all mentors can teach.  -- Distribute lists of mentor group & members to faculty.	1.4 --AP1's Mentors Social Worker Guidance Counselor on a weekly - monthly basis	1.4 --AP1's will evaluate the mentoring process every nine weeks by pulling the discipline history of mentees/ students.	1.4 -- SDHC Mainframe discipline Reports by student.	

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

Please note that each Strategy does not require a professional  
**Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012**

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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
Classroom Management	9-12	AP	Selected teachers with classroom management concerns	As need	Classroom observation looking for implementation of rules & strategies to decrease student behavior.	Principal and Assistant Principal

**Suspension Budget**

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student incentive reward to decrease referrals	Premiere card is an academic incentive for all students. Pizza social during student lunches for the winning grade level every semester.	Internal funds/SAC	NA
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Edconnect electronic referrals system	Electronic submission of referrals from teachers	District provided	NA
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management Training	APSA-ART will provide small group training for selected teachers	NA	NA
EdConnect electronic referrals system	Teachers were trained to us Edconnect during preplanning.	NA	NA

*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)).

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

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<p><b>1. Dropout Prevention</b></p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>1.1. Creating a system that will assist in identifying students who at-risk.</p>	<p>1.1. Every nine weeks identify students (9<sup>th</sup> -12<sup>th</sup> grade) who have failed core academic courses and have more than 10 absences. This process will allow students to receive academic support and to assist students to establish attainable academic goals.</p> <p>Core academic teachers will provide a list of students who have failed a course for each semester to guidance.</p>	<p>1.1. AP Guidance Core academic teachers</p>	<p>1.1. Monitoring and reporting of SDHC (data base system) weekly at administrators and department head meetings.</p>	<p>1.1. SDHC (Data base system)</p>		
	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><b>36%</b></p>	<p><b>36%</b></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p><b>64%</b></p>	<p><b>64%</b></p>					

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		1.2. Students have limited options for credit recovery.	1.2. Monitor students to ensure they take are enrolled in the various credit recovery class opportunities.	1.2. Guidance	1.2. Track the number of students who have entered and completed courses.	1.2. Student's transcripts and report cards.	
		1.3. High numbers of absences with students that are disinterested with school and looking for options. Limited space in Career Centers and Career Center entrance requirements.	1.3. The Guidance Dept. along with the RTI team will target At-Risk groups and schedule quarterly visits to local Career Centers to expose students to available options within the district.	1.3. Drop Out Prevention Specialist, Asst. Principal for Student Affairs, SRO, APC, Teachers,  Guidance Counselors, College and Career Specialists	1.3. Track number of Students that have entered Career Centers and Specialized programs.	1.3. High School Graduation Rates and Drop Out Rates	
		1.4. New High School grading does not include students that leave your school to go to GED and ESE/ Special Diploma.	1.4 The IEP/ CST teams will meet at the beginning of the school year to review SWDs to review schedules and Diploma Options of all ESE students. Project and determine which students are on the track to graduate on time and what plan of action can be put into place to prepare others.	1.4 ESE Specialist, Transition Specialist, Guidance Counselor, APC	1.4 Clear Communication with parents on graduation options and plans for post-secondary options.	1.4 High School Graduation Rates and Drop Out Rates	

**Dropout Prevention Professional Development**

**Professional Development (PD) aligned with Strategies through Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012**

**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 Guidance	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
Exploring other alternatives (Career Center) in order for students to meet the requirements identified in the pupil progression plan.	9-12		APC and Guidance	Beginning of the 1 <sup>st</sup> nine weeks and at the end of each semester.	Contact from career center regarding student's acceptance.	APC and Guidance

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

**Title I schools submit the Parent Involvement Plan (PIP) instead of goals.**

**Health and Fitness Goal(s)**

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. Health and Fitness Goal</b>	1.1. --Unhealthy eating habits. --Not dressing out.	1.1. High School students will engage in a minimum of two semesters of physical education in grades 9-12.	1.1. Principal Guidance Counselors APC	1.1. Checking of student schedules	1.1. Student schedules Master schedule		



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Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p>During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 60% on the Pretest to 70% on the Posttest.</p>							
	<b>60%</b>	<b>70%</b>					
		<p>1.2. --Unhealthy eating habits. --Not dressing out.</p>	<p>1.2. Health and physical activity initiatives developed and implemented by the Principal’s designee.</p>	<p>1.2. Principal’s designee.</p>	<p>1.2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)</p>	<p>1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	
		<p>1.3. --Unhealthy eating habits. --Not dressing out.</p>	<p>1.3. Five physical education classes per week for a minimum of two semesters in grades 9-12 with a certified physical education teacher</p>	<p>1.3. Physical Education Teacher</p>	<p>1.3. Classroom walk-throughs of PE classes by principal</p>	<p>1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	

**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
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**Continuous Improvement Goal(s)**

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

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

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

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<p><b>1. Continuous Improvement Goal</b></p>	<p>1.1. -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model.  -Still confusion on how the Plan-Do-Check-Act model works.  -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.</p>	<p>1.1. The leadership team will become trained on the use of the PLC “Unit of Instruction” log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.  1) What do we want students to learn?  2) How will we know if they have learned?  3) What will we do if they don’t learn?  4) What will we do if they already know it?</p>	<p>1.1. <u>Who</u> Principal Leadership Team Subject Area Leaders PLC facilitators</p>	<p>1.1. “Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	<p>1.1. PLC Survey materials from Teams to Teach (Anne Jolly)</p>		
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<p><u>Continuous Improvement Goal #1:</u></p> <p>The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)” will increase from 75% in 2012 to 95% in 2013.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><b>75%</b></p>	<p><b>95%</b></p>					

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		1.2. Not enough time to meet in PLCs.	1.2. Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2. <u>Who</u> Leadership team  <u>How</u> Leadership team aggregates the data	1.2. “Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.2. PLC Survey materials from Teams to Teach (Anne Jolly).	
		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
PLCs						

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Plan-Do-Check-Act Model Leadership Team Leadership Team School-wide

All teachers

Subject Area  
Leaders

PLC Facilitators

PLCs meet every three weeks Administrator and leadership team Leadership Team  
for Plan-Do-Check-Act PLCs. walk-throughs

Administrator and leadership attendance  
at PLC meetings

PLC Survey data

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</b></p>	<p>A.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>A.1_ <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to</p>	<p>A.1 <u>Who</u> Principal, Site Administrator, Assistance Principal  <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>A.1_ <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/ courses.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal.  <u>Leadership Team Level</u> -PLC facilitator/</p>	<p>A.1. <u>2x per year</u> District Baseline and Mid-Year Testing  <u>Semester Exams</u>  <u>During the Grading Period</u>  Common assessments (pre, post, mid, section, end of unit)</p>		
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		improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.			
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.							
	<b>91%</b>	<b>92%</b>					

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		<p>A.2.</p> <p>Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>A.2.</p> <p><b>Strategy/Task</b></p> <p>SWD student achievement improves through teachers' implementation of the <b>Plan-Do-Check-Act model</b> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><b>Actions</b></p> <p><b>Plan</b></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of</p>	<p>A.2.</p> <p><b>Who</b></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><b>How</b></p> <p>-PLC logs turned into administration/coaches. Administration/coaches provides feedback</p> <p>-Administrators attended targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team.</p>	<p>A.2.</p> <p>School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>A.2.</p> <p>School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team</p>	
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		<p>instruction for our SWD?</p> <p><i>Plan for the "Do"</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD student going to do during the lesson to maximize learning?</p>				
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		<p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work during the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers <b>reflect</b> and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p>				
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		<p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><b>Reflect/Check – Analyze Data</b></p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p><b>Act on the Data</b></p> <p>After data analysis,</p>				
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			<p>develop a plan to act on the data.</p> <p>-What are we going to do about SWD not learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<p><b>B. Florida Alternate Assessment:</b> Percentage of students making Learning Gains in reading.</p>	<p>B.1.</p>	<p>B.1.</p> <p><b>See Reading Goals A1 and A2.</b></p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>							
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Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.							
	<b>91%</b>	<b>92%</b>					
		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**

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					



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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<b>C. Students scoring proficient in Listening/ Speaking.</b>	1.1.	1.1. <b>See Reading ELL Goal 5C.1, 5C.2, and 5C.3</b>	1.1.	1.1.	1.1.	
<u>CELLA Goal #C:</u>  The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 56% to 58%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<b>56%</b>  <b>(81)</b>					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>D. Students scoring proficient in Reading.</b>	2.1.	2.1. <b>See Reading ELL Goal 5C.1, 5C.2, and 5C.3</b>	2.1.	2.1.	2.1.	

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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 13% to 15%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><b>13%</b></p> <p><b>(82)</b></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<p><b>E. Students scoring proficient in Writing.</b></p>	<p>2.1.</p>	<p>2.1.</p> <p><b>See Reading ELL Goal 5C.1, 5C.2, and 5C.3</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 28% to 30%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><b>28%</b></p> <p><b>(80)</b></p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

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

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<p><b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b></p>	<p>F.1 -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>F.1 <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD</p>	<p>F.1. <u>Who</u> Principal, Site Administrator, Assistance Principal <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>F.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>F.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		strategies and modifications into lessons.					
<u>Mathematics Goal F</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	<b>91%</b>	<b>92%</b>					

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		<p>F.2.</p> <p>Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>F.2.</p> <p><b><u>Strategy/Task</u></b></p> <p>SWD student achievement improves through teachers' implementation of the <b><u>Plan-Do-Check-Act model</u></b> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><b><u>Actions</u></b></p> <p><b><i>Plan</i></b></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of</p>	<p>F.2.</p> <p><b><u>Who</u></b></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><b><u>How</u></b></p> <p>-PLC logs turned into administration/coaches. Administration/coaches provides feedback</p> <p>-Administrators attended targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p>	<p>F.2.</p> <p>School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>F.2.</p> <p>School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>
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		<p>instruction for our SWD?</p> <p><i>Plan for the “Do”</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD student going to do during the lesson to maximize learning?</p>				
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		<p><b><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></b></p> <p>For lessons that have already been taught within the unit of instruction, teachers <b>reflect</b> and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn’t work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn’t work? Why? What are we going to do next?</p>				
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			<p>-What were the outcomes of the checks for understanding? And/ or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><b>Reflect/Check – Analyze Data</b></p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/ department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p><b>Act on the Data</b></p> <p>After data analysis,</p>			
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			<p>develop a plan to act on the data.</p> <p>-What are we going to do about SWD not learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p><b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>G.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year</p>	<p>G.1. <b>Strategy</b> SWD student achievement improves through the <b>effective and consistent implementation of students' IEP goals.</b> strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD</p>	<p>G.1. <b>Who</b> Principal, Site Administrator, Assistance Principal  <b>How</b> IEP Progress Reports reviewed by APC</p>	<p>G.1. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal.  <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal.  <b>Leadership Team Level</b> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>G.1 <b>2x per year</b> District Baseline and Mid-Year Testing  <b>Semester Exams</b>  <b>During the Grading Period</b> Common assessments (pre, post, mid, section, end of unit)</p>		
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		strategies and modifications into lessons.					
<u>Mathematics Goal G:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>91%</b>	<b>92%</b>					

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		<p>G.2.</p> <p>Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>G.2.</p> <p><b>Strategy/Task</b></p> <p>SWD student achievement improves through teachers' implementation of the <b>Plan-Do-Check-Act model</b> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><b>Actions</b></p> <p><b>Plan</b></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of</p>	<p>G.2.</p> <p><b>Who</b></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><b>How</b></p> <p>-PLC logs turned into administration/coaches. Administration/coaches provides feedback</p> <p>-Administrators attended targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p>	<p>G.2.</p> <p>School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>G.2.</p> <p>School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	
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		<p>instruction for our SWD?</p> <p><i>Plan for the “Do”</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD student going to do during the lesson to maximize learning?</p>				
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		<p><b><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></b></p> <p>For lessons that have already been taught within the unit of instruction, teachers <b>reflect</b> and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn’t work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn’t work? Why? What are we going to do next?</p>				
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			<p>-What were the outcomes of the checks for understanding? And/ or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><b>Reflect/Check – Analyze Data</b></p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/ department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p><b>Act on the Data</b></p> <p>After data analysis,</p>			
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			<p>develop a plan to act on the data.</p> <p>-What are we going to do about SWD not learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		G.3.	G.3.	G.3.	G.3.	G.3.	

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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<p><b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b></p>	<p>J.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs. To address this barrier, the APC will put a system in place for this school year.</p>	<p>J.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement</p>	<p>J.1. <u>Who</u> Principal, Site Administrator, Assistance Principal  <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>J.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  - For each class/course, PLCs chart their overall progress towards the SMART Goal.  <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>J.1. -Brigance  -Chapter/Midterm Tests</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		IEP/SWD strategies and modifications into lessons.					
<u>Science Goal J:</u>  The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

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

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

<b>Biology EOC Goals</b>	<b>Problem-Solv</b>						
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	<b>ing Proc ess to Incr ease Stu dent Achie vement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipate d Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>K. Students scoring in the middle or upper third (proficient) in Biology.</b></p>	<p>1.1. Not all teachers of the same course give the same common assessment at the end of the instructional cycle.  -Lack of common planning time to discuss best practices before the unit of instruction.  -Lack of common planning time to identify and analyze core curriculum assessments.  -Lack of planning</p>	<p>1.1. <b>Tier 1 –</b> The purpose of this strategy is to strengthen the core curriculum. Students’ comprehension of course content/standards increases through teacher’s use of data to inform instruction. Specially, teachers use <b>C-CIM (Core Continuous Improvement Model) Differentiated Instruction (DI)</b></p>	<p>1.1. <u>Who</u> Principal APC Science Teachers Science DH  <u>How Monitored</u> -PLC logs turned into Administration provides feedback. - Evidence of strategy in teachers’ lesson plans seen during administrative walk-throughs. EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/</p>	<p>1.1. Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. - For each class/course, PLCs chart their overall progress towards the SMART Goal.  -After each assessment, PLCs will ask the following questions:  <i>1. How are we using data to inform our</i></p>	<p>1.1. <u>2x per year</u>  District Baseline and Mid-Year Testing  <b>Mini Assessments</b> for each Unit. Issued by the county.  <b>Semester Exams</b>  <u>During the Grading Period</u>  - Common assessments (pre, post, mid, section, end of unit)  <u>During Nine</u></p>		
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<p>time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing</p>	<p>as a result of the common assessments to ensure the mastery of essential skills.</p> <p><u>Action Steps</u></p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?"</p>	<p>Mentor)</p>	<p>Instruction?</p> <p>2. <i>What barriers to implementation are we facing and how will we address them?</i></p> <p>3. <i>To what degree are we making progress towards our SMART goal?</i></p> <p>4. <i>Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p> <p>5. <i>Are there skills that need to be re-taught as mini-lessons to the entire class?</i></p> <p>6. <i>Are there skills that need to be re-taught to targeted students?</i></p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future</p>	<p><u>Weeks</u></p>			
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	<p>(EET Rubric 1e, 4d)</p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" Specifically, PLCs reflect on the following questions:</p> <p><i>--Does the assessment match the intended essential learnings and learning targets?</i></p> <p>(EET Rubric 1f)</p>	supplemental instruction.				
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		<p>--Are we going to use an assessment from our adopted content materials? Will we use all the questions?</p> <p>--How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated?</p>					
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	<p>--How will we collect and track end-of-unit assessment data in order to evaluate student growth? (EET Rubric If, 4d).</p> <p>-PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.) (EET Rubric</p>					
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		1c, 4d) -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.					
<u>Biology Goal K:</u>  The % of students scoring in the upper 2/3 will increase from 65% in 2012 to 68% in 2013.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	<b>65%</b>	<b>68%</b>					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>L. Students scoring in upper third in Biology.</b></p>	<p>2.1. Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of Costas level questioning.</p>	<p>2.1. Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of content/standards increases through participation in <b>higher order thinking questioning techniques/Costa's higher order/Webb's Depth of Knowledge to promote critical thinking and problem-solving</b></p>	<p>2.1. <u>Who</u> -Administration Team - PLC Leaders Science Subject Area <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/</p>	<p>2.1. Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.  -Teachers maintain their assessments in the on-line grading system.  -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course  <u>PLC Level</u>  -PLCs calculate the average unit assessment score for all their students across the PLC per class/course.  -PLCs discuss how to report and share the data with the Leadership Team.</p>	<p>2.1 <u>.2-3x Per Year</u>  District Baseline and Mid-year Testing.  <u>Semester Exams</u>  Unit <b>Mini-Assessments</b> from the District  <u>During Nine Weeks</u>  -Student work -Chapter tests -Costas quizzes Lab Books Science Investigation Rubric</p>		
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	<p>skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)</p> <p><u>Action Steps.</u></p> <p><u>Teacher PD for</u></p>	<p>Mentor) -School-based informal walk-through form which includes the school's SIP strategies _</p>	<p>-Data is used to identify effective activities in future lessons.</p>			
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	<p><u>General</u> <u>Higher</u> <u>Order</u></p> <p>-Teachers attend school-based professional development activities on <a href="#">higher order</a> questioning strategies and apply those strategies in the classroom.</p> <p>-The Instructional Coach(es) and Resource Teachers provide support in <a href="#">higher order strategies</a> during the first and second semester using strategies from "Teach</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>Like a Champion” book. (EET 4d, 4e)</p> <p><u>Action Steps</u></p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?” (EET Rubric 1f, 4d)</p> <p>-Within PLCs, teachers discuss how to scaffold questions and</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>activities to meet the differentiated needs of students for upcoming lessons.</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p><b>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</b></p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons.</p> <p><b>(EET Rubric</b></p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1a, 1b, 1c, 1e, 3b, 4d)					
		<b>Do/ Check</b>					
Biology Goal L:  To increase the % of students in the upper 1/3 from 38% in 2012 to 40% in 2013	<u>2012</u> Current Level of Performan ce:*	<u>2013</u> Expected Level of Performan ce:*					
	<b>38%</b>	<b>40%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**EOC Biology Goals Professional Development**

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

Hillsborough 2012  
Rule 6A-1.099811  
Revised July, 2012

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

**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
Technology and Hands-On Activities (animations/Gizmos, scientific probe ware, laboratory technology)	Grade 9 Biology	Science DH and Technology Resource  Biology PLC Leader	Biology teachers - PLCs	Every Monday 7:00-7:40 am	Administrators conduct targeted walk-through to monitor Technology and Hands-On Activity implementation	Administration Team
Inquiry and the 5E Lesson Plan Model	Grade 9 Biology	Science DH and Technology Resource  Biology PLC Leader	Biology teachers - PLCs	Pre-planning	Administrators conduct targeted walk-throughs to monitor inquiry model	Administration Team
EOC Content and New Curriculum	Grade 9 Biology	Science DH and Technology Resource  Biology PLC Leader	Biology teachers - PLCs	Pre- planning, PLC meetings, PLC Logs, ELP attendance logs ELP		Administration Team
Teach Like A Champion Book Study	9-12, all	Greg Basham	School-Wide content teachers	4-6 meetings after school	Classroom visits, including notes, and post conferences.	Administration Team

**NEW Writing Florida Alternate Assessment Goal**

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

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

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

<p><b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b></p>	<p>M.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>M.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>M.1. <u>Who</u> Principal, Site Administrator, Assistance Principal  <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>M.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  -For each class/course, PLCs chart their overall progress towards the SMART Goal.  <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>M.1. On-going writing prompts and assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Writing Goal M:</u></p> <p>The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>91%</b></p>	<p><b>92%</b></p>					
		<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	
		<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	

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

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



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<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem-based learning in math, science and CTE/STEM electives</p>	<p>1.1.</p> <p>Need common planning time for math, science, ELA and other STEM teachers</p>	<p>1.1.</p> <p>Explicit direction for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in logs.</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1.</p> <p>PLC or grade level lead -Subject Area Leaders</p>	<p>1.1</p> <p>Administrative/Department Head walk-throughs</p>	<p>1.1.</p> <p>Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**STEM Professional Development**

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

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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

**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
Project-based learning	9-12	DH	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

*End of STEM Goal(s)*

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

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

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

<p><u>CTE Goal #1:</u></p> <p>Sustain/Increase the number of Career Technical Student Organization chapters from <u>1</u> in 2011-2012 to <u>2</u> in 2012-2013.</p> <p>Increase the student membership from <u>20</u> in 2011-2012 to <u>30</u> in 2012-2013.</p>	<p>1.1.</p> <p>Family financial hardship may pose a problem for the students paying club dues and remaining actively involved.</p>	<p>1.1.</p> <ul style="list-style-type: none"> <li>• Increase student participation in CTSO competitions/ gaining exposure to academic events.</li> <li>• Increase participation with guidance counselors in the Career Connections Program.</li> <li>• Increase the CTE participation in lesson studies.</li> <li>• Increase/sustain the number of CTE classrooms that are well equipped for the courses offered.</li> <li>• Increase the number of speakers for the Great American Teach-in pertaining to career exploration.</li> <li>• Increase student interest in career opportunities and post-secondary selection prior to senior year.</li> <li>• Increase articulation between the High School and Postsecondary Education.</li> <li>• Increase the number of CTE teachers trained in NGCAR-PD and or NGCATER.</li> <li>• Increase the frequency of CTE lessons that incorporate literacy/reading strategies.</li> </ul>	<p>1.1.</p> <p>CTE Teachers</p>	<p>1.1.</p> <p>CTE Teachers will aggregate and analyze the data every quarter to develop next steps</p>	<p>1.1.</p> <p>Log will be kept of number of CTSO events and the number of students who attend CTSO events</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**CTE Professional Development**

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

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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

**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
Establishing or growing a CTSO.	9-12	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

*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.)

<b>School Differentiated Accountability Status</b>		
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
Parent Involvement – PIP	Ink-jet cartridges for printing of progress reports	\$450.00	\$432.00
Continuous Improvement – 1.1			

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Continuous Improvement	Postage for mailed newsletters to support home-school communication	\$500.00	\$499.75
Goal 1.1			
Reading – Goals 1-5	Mini Grant-Test Prep Materials	\$500.00	\$500.00
Suspension – 1.1 Attendance – 1.1	Supplies (including food) for PBS awards and grading period improved student behavior events  <b>Clarifying details:</b> Vendors included: Oriental Trading, Target, Publix, Wal-Mart, Office Depot	\$700.00	\$684.30
Reading – Goals 1-5 Reading Counts Incentive Strategy	Gift cards to Barnes and Nobles, Target, Movie theaters, and McDonalds to support the student Reading Counts Incentive Program	\$202.00	\$200.95
Math- Algebra and Geometry Goals 1-2	Mini Grants-Supplies/manipulatives to use for lessons	\$1170.00	\$970.00
Reading Goal 2/Postsecondary Transition	Mini Grants-Supplies	\$ 150	\$149.95
Reading-Goal 5C	Mini Grants-Ebooks	\$1000.00	\$1000.00
Math Goals –Algebra/Geometry Goals 1-2	Calculators	\$580.00	
Final Amount Spent	\$4436.95		