FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: H.B. PLANT HIGH SCHOOL	District Name: HILLSBOROUGH
Principal: ROBERT NELSON	Superintendent: MARY ELLEN ELIA
SAC Chair: DONALD ROBINSON	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Robert Nelson	B.A., M.A.	12 yrs.	12 yrs.	09-10 AYP- YES 100% 09-10 SCHOOL GRADE A 10-11 AYP – 90% 10-11 SCHOOL GRADE A 11-12 AYP- 11-12 SCHOOL GRADE
Assistant Principal	Laura Figueredo	B.A., M.A.	yrs.	yrs.	09-10 AYP- YES 100% 09-10 SCHOOL GRADE A 10-11 AYP – 90% 10-11 SCHOOL GRADE A 11-12 AYP- 11-12 SCHOOL GRADE
	Gina Piloto	B.S., M.A.	13 yrs.	5 yrs.	09-10 AYP- YES 100% 09-10 SCHOOL GRADE A 10-11 AYP – 90%

	Kim Hellenberg	B.S., M.A.	12 yrs.	6 yrs.	10-11 SCHOOL GRADE A 11-12 AYP- 11-12 SCHOOL GRADE 09-10 AYP- YES 100% 09-10 SCHOOL GRADE A 10-11 AYP – 90% 10-11 SCHOOL GRADE A 11-12 AYP- 11-12 SCHOOL GRADE
	Ron Thompson	B.A., M.A.	4 yrs.	8 yrs.	09-10 AYP- YES 100% 09-10 SCHOOL GRADE A 10-11 AYP – 90% 10-11 SCHOOL GRADE A 11-12 AYP- 11-12 SCHOOL GRADE
	Jaimye Platt	B.S., M.A.	2 yrs.	1 yr.	09-10 AYP- YES 90% 09-10 SCHOOL GRADE A 10-11 AYP – 86% 10-11 SCHOOL GRADE B 11-12 AYP- 11-12 SCHOOL GRADE

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Nora Wolford	B.A.	5 yrs.	1 yrs.	09-10 AYP- YES 100% 09-10 SCHOOL GRADE A 10-11 AYP – 90% 10-11 SCHOOL GRADE A

					11-12 AYP- 11-12 SCHOOL GRADE

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. School Orientation	Principal	August	
2. Professional Development Plan meeting with Principal	Principal	Twice-yearly	
3. School Mentors	Principal	ongoing	
4. Leadership Opportunities	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
Teachers • 14 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** • 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.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
136	**(7) 5%**	**(27) 20%**	**(47) 35%**	**(55) 40%**	**(61) 45%**	**(122)90%**	**(9) 7%**	**(7) 5%**	**(22) 16%**

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
Chasin, Jonathan	Godlewski, Amy	Teachers were paired based on subject area and level of support needed.	-New teacher meet and greet/luncheon -Training for New Teachers -On-going PLC's
Feely, John	Sierra, Sandra		
Fisher, Sean	Pollit,Tammy/Wilkinson,Lisa		
Clark, Tara	Marchant, Richard		
Darland, Victoria	Heir, Wendy		
Messano, Mike	McCurley, Kelli		
Richards, Mandy	Johnson, Jane		
Roberts, Jan	McDannold, Jill		
Windnall, Charnell	Sharpe, Stephanie		
Lamm, Jessica	Hedrick, Lois		

King, Devon	Jewel Ferraro		

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The MTSS Leadership team (Multi-Tier System of Support) includes: Principal Assistant Principal for Curriculum Assistant Principal for Administration Guidance Department Head School Psychologist Social Worker Reading Coach ESE teacher Department Heads or representatives SAC Chair ELL Representative Attendance Committee Representative Behavior Team Representative or Behavior Specialist/Coach (Note that not all members attend every meeting, but are invited based on the goals 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 MTSS is considered the main leadership team in our school. The MTSS will meet monthly and use the problem solving process to oversee the multi-layered model of service delivery (Tier 1 (Core), Tier 2 (Supplemental) and Tier 3 (Intensive). Based on student data, the MTSS will recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through 1. tutoring during the day in small group pull-outs in reading 2. Extended Learning Programs during and/or after school 3. Intensive Reading and Math classes 4. creating, managing, and updating the school resource map 5. determining scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis 6. determining the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals 7. reviewing and interpreting student data (academic, behavior and attendance) at the school and grade levels 8. organizing and supporting systematic data collection as needed 9. strengthening the Tier 1 (core curriculum) instruction through the

implementation and support of PLCs.
use of school-based Progress Monitoring Data, *Mini-Lessons* and *Mini-Assessments.*
use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT) .
use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT) .
implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction).
continued communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.

10. assisting in the evaluation of teacher fidelity data and student achievement data collected during each nine weeks.
11. assisting with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
12. working collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

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

The School Improvement Plan is the working document that guides the work of the MTSS. The large part of the work of the team is directed in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

Given that one of the main tasks is to monitor student data related to instruction and interventions, the MTSS will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The MTTS will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

The MTSS will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger MTSS team through the *department* representatives.

The MTSS and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to

2. review and analyze screening and collateral data
3. develop and test hypotheses about why student/school problems are occurring (changeable barriers)
4. develop and target interventions based on confirmed hypotheses
5. establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
    a. develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
    b. review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
    c. assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT and FCAT released test	School Generated Excel Database	Reading Coach /AP
Baseline and Midyear District Assessments	Scantron Achievement Series	MTSS, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series	MTSS, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series	MTSS, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ PLCs
CELLA	Sagebrush (IPT)	ELL MTSS Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	School Generated Database	Department Heads/ PLC Facilitators/MTSS Member
DAR	School Generated Database	Reading Coach/ Reading PLC Facilitator/ Classroom Teacher
End of Course Exams	School Generated Excel Database	Teachers/PLCs
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

*A Common Assessment covers a "chunk" of instruction within the District-adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the

Common Assessment is to assess students' knowledge of the core curriculum.

The results of the Common Assessment are used to

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	MTTS/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	MTSS/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	MTSS/PLC/Individual Teachers
Other Curriculum- Based Measurement** *(see below)*	School Generated Database in Excel	MTSS/PLCs

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

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

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

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, MTSS, 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

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

Robert Nelson, Principal
Gina Piloto, APC
Nora Wolford, Reading Coach
Elaine Harmon, Media Specialist
Terry Hoke, Guidance Counselor
Eduardo Lastra, Teacher
Stephanie DelliPaoli, Teacher
Elizabeth Galan-Vega, Teacher

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

The Literacy Leadership Team, LLT, provides leadership for implementation of reading strategies on the SIP.
The team analyzes and monitors data to ensure that support for data driven instruction is provided for all teachers. The team helps identify school wide and individual teachers' instructional strengths and weaknesses. Based on the findings, the RLT will provide ongoing support and training for teachers to help meet the needs of our students.

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

-Implementation and evaluation of the SIP reading strategies across the content area.
-Offer ongoing professional development for teachers, focusing on reading strategies and using data to drive instruction.
- Plan and implement observation classes based on needs and interests of teachers.
-Implementation of the K-12 Reading Plan.
-Reading Student Partnerships
-Coaching and modeling of reading strategies in all content areas.
-Setting incentive programs for FAIR testing.

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.

The reading coach is required as a part of her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

2011-2012 we will train teachers on FCAT 2.0.

Provide all content area teachers with the fundamental strategies used in the reading process to ensure that we are using the same process and terminology school wide in ALL classes.

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

Reading, Language Arts and other disciplines will be building academic vocabulary lists.

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered by the district.

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, observations, 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.

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 postsecondary readiness (Industry Certifications, College credit, job skills, etc.).

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?

Plant High School annually holds elective fairs with present and incoming students. Based on interest, students and parents will establish Course Selection Sheets and select offerings that 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.

Postsecondary Transition

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

Senior Night- All seniors and parents come for to one of two workshops on college application process, scholarships, standardized tests, and more.

Senior Handbook- a 30-page handbook was created for every senior to help them with their post-secondary plans and throughout their final year of high school.

College Night- Hundreds of in-state and out-of-state colleges set up informational tables at Plant for 9th-12th grade students to learn more about their post-secondary options.

We will maintain the college resource room during the summer months.

SAT/ACT waivers- We sign up every student on free/reduced lunch for 2 free SATs and 2 free ACTs.

Bright Futures- We call down every senior after Dec. 1 to sign up for the Bright Futures scholarship.

Free SAT- We sign up every Junior for a free SAT during homeroom.

HCC Decision Day_ HCC advisors come to Plant to meet with students and get them registered

College Visits- College representatives hold informational meetings at Plant HS during the school day so that students have an opportunity to ask specific questions about that college and learn about their application process.

Parent/Student Meetings- We work with parents and students individually with the college selection process and post-secondary planning.

PEERS- Provide college options and information to all 9th graders through the PEERS mentoring program. Freshmen are matched with upperclassmen mentors to help

with the transition to Plant and the high school environment.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. - Teachers may be hesitant to teach complex texts because they question students' ability to understand complex texts and they question their ability to teach complex texts.	1.1. - Use the Comprehension Instructional Sequence (CIS) lessons to guide teachers through implementation of complex texts. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **Action Steps** - Teachers will be trained in Common Core, Text Complexity, and CIS. - Each department will implement Common Core Strategies and the incorporate complex texts into its curriculum. Specific departments will use CIS. - Departments will PLC to identify areas of weakness and strengthen use of strategies. - Teachers will self-monitor effectiveness of teaching through assessments of	1.1 Who -Principal -APC -Reading Coach -Department Heads How - Departmental PLC Logs. PLCs turn their logs into Department Chairs after a unit of instruction is complete. -Administration and Reading Coach rotate through PLCs looking for complex text discussion. - Department Chairs share positive outcomes from PLCs with Administration at Department Chair meetings.	1.1. Teacher Level -Teachers use assessment of complex texts/CIS to drive future instruction. -Teachers use assessment data to monitor students' progress towards PLC text complexity goal. Additional scaffolding will be provided as necessary. PLC Level -Using student data, PLCs evaluate student understanding of complex texts across classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs discuss their overall progress in teaching complex texts. Leadership Team Level -PLC facilitator/Department Chairs share data with the Administration. -Data is used to generate teacher support, further training, and/or student supplemental instruction.	1.1. 3x per year - FAIR During the Grading Period - Common assessments, using Complex Texts (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 78% to 80%.	2012 Current Level of Performance:* **78%**	2013 Expected Level of Performance:* **80%**					

				students in the reading and understanding of Complex Texts.			
			1.2. - Students do not have adequate skill sets in reading and understanding complex texts.	1.2. - Use complex texts and CIS lessons to guide students through complex texts. Students need to understand how to **read** complex text, **shift** the amount of informational text they read, and **answer text-dependent questions applied to complex texts**. **Action Steps** -Teachers will expose students to more complex texts. - Each department will implement Common Core Strategies and the incorporate complex texts into its curriculum. Specific departments will use CIS. Departments will PLC to identify areas of weakness and strengthen use of strategies. -Teachers will monitor students in the reading and understanding of Complex Texts.	1.2. Who -Principal -APC -Reading Coach -Department Heads How - Departmental PLC Logs. PLCs turn their logs into department heads after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. - Department heads share positive outcomes from PLCs at Leadership Team meetings. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.2. Teacher Level -Teachers use assessment of complex texts/CIS to drive future instruction. -Teachers use assessment data and grades to monitor students' progress towards PLC text complexity goal. PLC Level -Using student data, PLCs evaluate student understanding of complex texts across classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress in teaching complex texts. Leadership Team Level -PLC facilitator/Department Heads share data with the Leadership Team. -Data is used to generate teacher support, further training, and/or student supplemental instruction.	1.2. 3x per year - FAIR During the Grading Period - Common assessments, using Complex Texts (pre, post, mid, section, end of unit, intervention checks)
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1. **See Goals #1.1 & 1.2**	2.1.	2.1.	2.1.
Reading Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 54% to 57%.	**54%**	**57%**					
			2.2.	2.2. **See Goals #1.1 & 1.2**	2.2.	2.2.	2.2.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1.	3.1 **See Goals #1.1 & 1.2**	3.1.	3.1.	3.1.
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 71% to 73%.	2012 Current Level of Performance:* **71%**	2013 Expected Level of Performance:* **73%**					
			3.2.	3.2. **See Goals #1.1 & 1.2**	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:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1. **See Goals #1.1 & 1.2**	4.1.	4.1.	4.1.
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013	2012 Current Level of Performance:* **69%**	2013 Expected Level of Performance:* **70%**					

<table>
<tr><td rowspan="3">FCAT Reading will increase from 69% to 70%.</td><td colspan="2"></td><td></td><td></td><td></td><td></td><td></td></tr>
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See Goals #1.1 & 1.2</td><td>4.2.</td><td>4.2.</td><td>4.2.</td></tr>
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<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td colspan="2">Student Evaluation Tool</td></tr>
<tr><td colspan="3">Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</td><td>2011-2012</td><td>2012-2013</td><td>2013-2014</td><td>2014-2015</td><td>2015-2016</td><td>2016-2017</td></tr>
<tr><td colspan="3">5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years, the school will reduce their achievement gap by 50%.
<u>Reading Goal #5:</u>

The percentage of students in our subgroups scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 78% to 89%.</td><td></td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="3" rowspan="3">5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.
<u>Reading Goal #5A:</u>

The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 84% to 87%.

The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 42% to 53%.

The percentage of Hispanic students scoring proficient/satisfactory on the 2013</td><td>5A.1.
White:
Black:
Hispanic:
Asian:
American Indian:</td><td>5A.1.
See Goals #1.1 & 1.2</td><td>5A.1.</td><td>5A.1.</td><td colspan="2">5A.1.</td></tr>
<tr><td><u>2012 Current Level of Performance:*</u>
White: 84%
Black: 42%
Hispanic: 66%
Asian: 72%
American Indian: N/A</td><td><u>2013 Expected Level of Performance:*</u>
White: 87%
Black: 53%
Hispanic: 73%
Asian: 87%
American Indian: N/A</td><td colspan="4"></td></tr>
<tr><td colspan="2"></td><td>5A.2.</td><td>5A.2
See Goals #1.1 & 1.2</td><td>5A.2</td><td>5A.2</td><td colspan="2">5A.2</td></tr>
</table>

FCAT/FAA Reading will increase from 66% to 73%. The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 72% to 87%.						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 48% to 54%.	2012 Current Level of Performance:* **48%** 2013 Expected Level of Performance:* **54%**	5B.1.	5B.1. **See Goals #1.1 & 1.2**	5B.1.	5B.1.	5B.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** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: The percentage of English Language Learners scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 31% to 32%.	2012 Current Level of Performance:* **31%** 2013 Expected Level of Performance:* **32%**	5C.1.	5C.1. **See Goals #1.1 & 1.2**	5C.1.	5C.1.	5C.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** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1. **See Goals #1.1 & 1.2**	5D.1.	5D.1.	5D.1.
Reading Goal #5D: The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 54% to 58%.	2012 Current Level of Performance:* **54%**	2013 Expected Level of Performance:* **58%**					

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	9-12	- District English/ Reading Department - Reading Coach	School-Wide	Lunch, Faculty Meeting, Early Release	-Demonstration Classrooms -Support Trainings	Principal APC Department Chairs Reading Coach
Common Core	9-12	- District -English/ Reading Department - Reading Coach	School-Wide	Lunch, Faculty Meeting, Early Release	-Demonstration Classrooms -Support Trainings	Principal APC Department Chairs Reading Coach
CIS	9-12	- District - Reading	English/Reading Social Studies	Lunch, Faculty Meeting, Early Release	-Demonstration Classrooms -Support Trainings	Principal APC

		Coach	CTE Science			Department Chairs Reading Coach

End of Reading Goals

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

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

Algebra EOC Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg1. Students scoring proficient in Algebra (Levels 3-5).							
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 55% to 58%. The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 55% to 58%.	2012 Current Level of Performance:* **55%**	2013 Expected Level of Performance:* **58%**	1.1. **Barriers:** Student placement and levels. Not all teachers aware of how to increase rigor in their classrooms. Teachers' knowledge of Algebra EOC standards.	1.1.– **Strategy:** The purpose of this strategy is to strengthen the core curriculum. Students' math comprehension improve through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Algebra EOC exam. -Teachers will utilize of available resources in the Florida Achieves Resource Bank and trained in how to access and use them with students. **Check/Act:**	1.1 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	1.1. -Formative assessments 3x's year and at the minimum 6 FCIM mini – assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams

				Review Plan/Do and adjust as necessary.			
			1.2. **Barriers:** - Teacher implementation of the FCIM model is not consistent across math classes. Lack of understanding of when and how to implement the FCIM assessment model.	1.2. **Strategy:** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested Algebra 1 EOC benchmarks. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes to prepare for the Alg. EOC -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. Pertaining to the Alg. EOC. **Plan/Do:**-Teachers will meet in PLCs to analyze formative data and identify essential EOC benchmarks that need reinforcement and/or remediation.. Teachers will also determine which standards need to be remediated and implement the mini lessons and mini assessments (FCIM) associated with that standard. - At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on FCIM data and formative testing, skills are moved to a maintenance or re-teaching schedule. **Check/Act:** Review Plan/Do and adjust as necessary.	1.2 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.2. - See "Check" & "Act" action steps in the strategies column.	1.2. -Formative assessments 3x's year and at the minimum 6 FCIM mini – assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams

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**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			1.1. **Barriers:** Student placement and levels. Not all teachers aware of how to increase rigor in their classrooms. Teachers' knowledge of Algebra EOC standards.	1.1.– **Strategy:** The purpose of this strategy is to strengthen the core curriculum. Students' math comprehension will improve through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Algebra EOC exam. -Teachers will utilize of available resources in the Florida Achieves Resource Bank and trained in how to access and use them with students. **Check/Act:** Review Plan/Do and adjust as necessary.	1.1 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	1.1. -Formative assessments 3x's year and at the minimum 6 FCIM mini – assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 17% to 20 %.	2012 Current Level of Performance:* **17%**	2013 Expected Level of Performance:* **20%**					
			1.2. **Barriers:** - Teacher implementation of the FCIM model is not consistent across math classes. Lack of understanding of when and how to implement the FCIM assessment model.	1.2. **Strategy:** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested Algebra 1 EOC benchmarks.	1.2 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head	1.2. - See "Check" & "Act" action steps in the strategies column.	1.2. -Formative assessments 3x's year and at the minimum 6 FCIM mini – assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams

			Action Steps: -Teachers will expose students to relevant primary source material in content classes to prepare for the Alg. EOC -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. Pertaining to the Alg. EOC. **Plan/Do:**-Teachers will meet in PLCs to analyze formative data and identify essential EOC benchmarks that need reinforcement and/or remediation.. Teachers will also determine which standards need to be remediated and implement the mini lessons and mini assessments (FCIM) associated with that standard. - At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on FCIM data and formative testing, skills are moved to a maintenance or re-teaching schedule. **Check/Act:** Review Plan/Do and adjust as necessary.	walkthroughs		

End of Algebra EOC Goals

High School AMO Mathematics Goals

* 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

<table>
<tr><td colspan="2">A. In six years, school will reduce their achievement gap by 50%.</td><td colspan="2">Baseline data 2010-2011</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">HS Mathematics Goal A:

The percentage of students in our subgroups scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 84% to 92%.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4">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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td colspan="2">Evaluation Tool</td></tr>
<tr><td colspan="4">B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</td><td>3B.1.
White: Y
Black: Y
Hispanic: Y
Asian: N/A
American Indian: N/A</td><td>3B.1.</td><td>3B.1.</td><td>3B.1.</td><td colspan="2">3B.1.</td></tr>
<tr><td rowspan="2">HS Mathematics Goal B:</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2" colspan="2"></td></tr>
<tr><td>White: 89%
Black: 53%
Hispanic: 76%
Asian: N/A
American Indian: N/A</td><td>White: 67%
Black: 35%
Hispanic: 78%
Asian: N/A
American Indian: N/A</td><td></td></tr>
</table>

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
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
HS Mathematics Goal C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						
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
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
HS Mathematics Goal D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						

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
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
HS Mathematics Goal E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						

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
Technology and Hands-on Activities Springboard Trainings	Grades 9-12 Grades 9-12	Math Technology resource	Math Departmental PLC's	Trainings throughout the year	Administrators conduct targeted walk-throughs to monitor activities and Springboard implementation.	Administrative Team
FCIM implementation End of Course examinations	Grades 9-12 Grades 9-12	Math resource teachers DH Math Supervisor	Math teachers	PLC meetings PLC meetings on 3 early release days, closer to examination time	Administrators conduct targeted walk-throughs to monitor NGSSS implementation. DH	Administrative Team
Achievement Series	Grades 9-12	Technology	School-Wide	Throughout the year	PLC logs	APC

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1. **Barriers:** -Student placement and levels. -Not all teachers aware of how to increase rigor in their classrooms. -Teachers knowledge of Geometry EOC standards.	1.1.– **Strategy:** -The purpose of this strategy is to strengthen the core curriculum. Students' math comprehension improve through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Algebra EOC exam. -Teachers will utilize of available resources in the Florida Achieves Resource Bank and trained in how to access and use them with students. **Check/Act:** Review Plan/Do and adjust as necessary.	1.1 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	1.1. -Formative assessments 3x's year and at the minimum 6 FCIM mini –assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams
Geometry Goal H: The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 80% to 82%	2012 Current Level of Performance:* **80%**	2013 Expected Level of Performance:* **82%**					
			1.2. **Barriers:** - Teacher implementation of the FCIM model is not consistent across math	1.2. **Strategy:** The purpose of this strategy is to strengthen the core curriculum. Students' math	1.2 **Who:** Principal APC AP	1.2. - See "Check" & "Act" action steps in the strategies column.	1.2. -Formative assessments 3x's year and at the minimum 6 FCIM mini –assessments.

		classes. Lack of understanding of when and how to implement the FCIM assessment model.	skills will improve through teachers using the FCIM strategy on identified tested Geometry EOC benchmarks. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes to prepare for the Geometry EOC -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. Pertaining to the Geometry EOC. **Plan/Do:**-Teachers will meet in PLCs to analyze formative data and identify essential EOC benchmarks that need reinforcement and/or remediation.. Teachers will also determine which standards need to be remediated and implement the mini lessons and mini assessments (FCIM) associated with that standard. - At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on FCIM data and formative testing, skills are moved to a maintenance or re-teaching schedule. **Check/Act:** Review Plan/Do and adjust as necessary.	Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs		-Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

I. Students scoring in the upper third on Geometry.							
Geometry Goal I: The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 57% to 59 %.	2012 Current Level of Performance:* **57%**	2013 Expected Level of Performance:* **59%**	1.1. **Barriers:** -Student placement and levels. -Not all teachers aware of how to increase rigor in their classrooms. -Teachers knowledge of Geometry EOC standards.	1.1.– **Strategy:** -The purpose of this strategy is to strengthen the core curriculum. -Students' math comprehension improve through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Algebra EOC exam. -Teachers will utilize of available resources in the Florida Achieves Resource Bank and trained in how to access and use them with students. **Check/Act:** Review Plan/Do and adjust as necessary.	1.1 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	1.1. -Formative assessments 3x's year and at the minimum 6 FCIM mini –assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams
			Geometry	1.2. **Strategy:** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested Algebra 1 EOC benchmarks. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes to	1.2 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.2. - See "Check" & "Act" action steps in the strategies column.	1.2. -Formative assessments 3x's year and at the minimum 6 FCIM mini –assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams

			prepare for the Geometry EOC -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. Pertaining to the Geometry EOC. **Plan/Do:**-Teachers will meet in PLCs to analyze formative data and identify essential EOC benchmarks that need reinforcement and/or remediation.. Teachers will also determine which standards need to be remediated and implement the mini lessons and mini assessments (FCIM) associated with that standard. - At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on FCIM data and formative testing, skills are moved to a maintenance or re-teaching schedule. **Check/Act:** Review Plan/Do and adjust as necessary.			
		2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).								
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **91%**	2013 Expected Level of Performance:* **92%**	J.1. **Barriers:** -It is difficult to schedule students by levels due to a small population. _ It is difficult to find teachers certified in both Science and ESE.	F.1. **Strategy:** -The purpose of this strategy is to strengthen the core curriculum. Students' science comprehension improved through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to real world expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Math FAA -Teachers will utilize of available resources utilizing Access Points to drive curriculum. **Check/Act:** Review Plan/Do and adjust as necessary.	1.1.– **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	1.1	F.1.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1. -Student placement and levels. -Not all teachers aware of how to increase rigor in their classrooms. -Teachers knowledge of Biology EOC standards.	1.1 **Strategy:** -Teachers will engage students in active learning through incorporating technology and various resources and strategies. **Action Steps:** -Teachers will utilize pacing guides with essential question to engage student interest. -Teachers will utilize Gizmos for exploration and student interactive learning. **Plan/Do:** -Utilize PLC's to design strategies based on prior year student data -Using data to identify trends and drive instruction. -All teachers will develop a writing goal aligned with the Common Core Rubric for the 2012-2013 school year -Teachers will meet in PLCs to analyze formative data and identify essential EOC benchmarks that need reinforcement and/or remediation.. Teachers will also determine which standards need to be remediated and implement the mini lessons and mini assessments (FCIM) associated with that standard. - At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on FCIM data and formative testing, skills are moved to a maintenance or re-teaching schedule. **Check/Act:** Review Plan/Do and adjust as necessary.	1.1. **Who:** Teacher Principal Department Head APC **How:** Evidence of strategy as observed during administrative walk-throughs.	1.1. **Check/Act:** Review Plan/Do and adjust as necessary.	1.1 -.Mini Assessments per Unit -Teachers will use formative assessment to prepare for the Biology EOC. Chapter /unit test 9 weeks test Semester exams
Biology Goal K: The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 84% to 85%	2012 Current Level of Performance:* **84%**	2013 Expected Level of Performance:* **85%**					

			1.2. - Teachers may be hesitant to teach complex texts because they question students' ability to understand complex texts and they question their ability to teach complex texts.	1.2. - Use complex texts and CIS lessons to guide students through complex texts. Students need to understand how to **read** complex text, **shift** the amount of informational text they read, and **answer text-dependent questions applied to complex texts**. **Action Steps** -Teachers will expose students to more complex texts. - Each department will implement Common Core Strategies and the incorporate complex texts into its curriculum. Specific departments will use CIS. Biology teachers will PLC to identify areas of weakness and strengthen use of strategies. -Teachers will monitor students in the reading and understanding of Complex Texts.	1.2. Who -Principal -APC -Reading Coach -Department Heads How - Departmental PLC Logs. PLCs turn their logs into department heads after a unit of instruction is complete. -Administration and coach rotate through PLCs supporting complex text discussion during Biology PLCs - Department heads share positive outcomes from PLCs at Leadership Team meetings. -Administration/ Leadership Team shares the positive outcomes observed in PLC meetings on a monthly basis.	1.2. Teacher Level -Teachers use assessment of complex texts/CIS to drive future instruction. -Teachers use assessment data and grades to monitor students' progress. PLC Level -Using student data, PLCs evaluate student understanding of complex texts in Biology. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator/Department Heads share data with the Leadership Team. -Data is used to generate teacher support, further training, and/or student supplemental instruction.	1.2. - Mini Assessments per unit -Teachers will use formative assessment to prepare for the Biology EOC. Chapter /unit test 9 weeks test Semester exams
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 57% to 60%	2012 Current Level of Performance:* **57%**	2013 Expected Level of Performance:* **59%**		SEE BIOLOGY (EOC)GOALS 1.1 and 1.2			

Writing/Language Arts Goals

Writing/Language Arts Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. **Barriers:** Not all teachers (non ELA) know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers (non ELA) 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.	1.1. **Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write goals for each 9 week period. **Plan/Do:** -Professional Development for Department Head on updated rubric courses. -Professional Development for instructional delivery of mode-specific writing including Spingboard, APSI, AP Annual Conference	1.1 **Who** Principal APC Department Chair **District** (Writing Team, Supervisors, Writing Resources, Reading Coach, Department Heads) **How Monitored** -PLC logs -Classroom walk-throughs	1.1 See "Check" & "Act" action steps in the strategies column.	1.1 -Student monthly demand writes/formative assessments --Student revisions - Student portfolios -writing prompts 4 to 8x's per year; including expository and persuasive. -students will be given feedback on a numerical scale; including rubric specific feedback. Goals will be set to improve writing.
Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 96% to 97%.	2012 Current Level of Performance:* **96%**	2013 Expected Level of Performance:* **97%**					

				-Using data to identify trends and drive instruction. -Utilize PHS writing center to provide peer support for writing for all student across all content areas. -All teachers will develop a writing goal aligned with the Common Core Rubric for the 2012-2013 school year. **Check:** -PLC discussions and analysis of student writing to determine trends and needs -reading Coach will support non ELA teachers with writing strategies. **Act:** Review **Plan/Do** and adjust as necessary.			
			1.2. **Barriers:** Not all teachers are proficient in teaching students of various abilities and backgrounds within the same class.	1.2. **Strategy:** Students' reading, writing, language, and listening /speaking skills improve through engagement in college and career preparatory lessons/activities/tasks that promote high levels of thinking through differentiated instruction. Action Steps Within ELA - PLCs Before the unit -Reflect on barriers and successes from the year before. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels. During the unit	1.1 **Who** Principal APC Department Chair **District** (Writing Team, Supervisors, Writing Resources, Reading Coach, Department Heads) **How Monitored** -PLC logs -Classroom walk-throughs	1.1 See "Check" & "Act" action steps in the strategies column.	1.1 -Student monthly demand writes/formative assessments --Student revisions - Student portfolios -writing prompts 4 to 8x's per year; including expository and persuasive. -students will be given feedback on a numerical scale; including rubric specific feedback. Goals will be set to improve writing.

			-Determine, what is and isn't working? --Is there a need to supplement the instruction? How? --Are the needs of our ELL/SWD being met? -Conduct a pacing check. -Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. -Plan strategies to differentiate. -Plan higher order thinking questions. -Discuss baseline data/ data from EAs. -Determine whether teachers want to add additional criteria to the EA rubric. -Discuss additions to the writer's checklists. During the assessment -Agree upon a date when all assessments need to be completed. -Discuss successes and challenges. After the baseline writings and/or embedded assessment Participate in an assessment Norming session (Data to be discussed after EAs are all scored). After all assessments have been scored -Reflect on the unit. After the lessons, teachers: -Post exemplars of student work. -Self reflect on lessons. **Check:** -PLC discussions and analysis of student writing to determine trends and needs -reading Coach will support non ELA teachers with writing strategies. **Act:** Review **Plan/Do** and adjust as necessary.			

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rubric Training for Embedded Assessments	9-12	LA DH/SAL PLC facilitators	Language Arts Teachers	PLC meetings 1 per month; Departmental meetings	PLC logs turned into Department Heads.	Principal APC SAL/DH PLC Facilitators
Holistic Scoring Training	9-12	PLC facilitators	Language Arts Teachers	PLC meetings 1 per month; Departmental meetings	PLC logs turned into Department Heads.	Principal APC SAL/DH PLC Facilitators
Common Core	9-12	- District -English/ Reading Department - Reading Coach	School-Wide	Lunch, Faculty Meeting, Early Release	-Demonstration Classrooms -Support Trainings	Principal APC Department Chairs Reading Coach
CIS	9-12	- District - Reading Coach	English/Reading Social Studies CTE Science	Lunch, Faculty Meeting, Early Release	-Demonstration Classrooms -Support Trainings	Principal APC Department Chairs Reading Coach

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance			1.1. **Barriers:** -Students with significant unexcused absences (10 or more) need monitoring and close supervision.	1.1. **Strategy:** -Students with excessive absences will be referred to the Attendance Committee. These students will be discussed and a plan will be formulated to address the attendance issue. -Attendance is tied to the use of incentive cards.(Gold/Black card) Also added another incentive card for perfect attendance.(Paw Perfect Attendance Card)	1.1. **Who:** -Assistant Principal Guidance Counselor -List of names identified by AP will be given to - Attendance Committee, list kept on a spread sheet and monitored.	1.1. -Attendance Committee will disaggregate attendance data for targeted students and maintain communication about these children and disseminate the attendance incentives.	1.1. -Instructional Planning Tool Attendance Data
Attendance Goal #1: 1. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. 2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.	**94.26%** 2012 Current Number of Students with Excessive Absences (10 or more) **144** 2012 Current Number of Students with Excessive Tardies (10 or more) **293** **94.26%**	**96%** 2013 Expected Number of Students with Excessive Absences (10 or more) **129** 2013 Expected Number of Students with Excessive Tardies (10 or more) **263** **96%**					
	1.2. The parent of students with an unexcused sign in need to be notified. 1.3. Parents need a way to monitor attendance.		1.2. **Barriers:** -On a daily basis, Parent Link will make calls to any student with an unexcused in to school.	1.2. **Strategy:** Assistant Principal	1.2. **Who:** -Assistant Principal will disaggregate attendance data for unexcused ins to see if there is an improvement.	1.2. Attendance Data	1.2.
			1.3. **Barriers:** -EASI attendance data will be uploaded to Edline.	1.3. **Strategy:** -Assistant Principal Progress Reports	1.3. **Who**: -Assistant Principal will disaggregate attendance data for unexcused absences to see if there is an	1.3. -Attendance Data	1.3.

				improvement.		

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
Edline	9-12	Tech Specialists	As Needed	September	Random checks of Edline Postings	Assistant Principal
EASI Attendance	9-12	Assistant Principal	As Needed	August	Random checks of Edline Postings	Assistant Principal
Edline	9-12	Tech Specialists	As Needed	September	Random checks of Edline Postings	Assistant Principal

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension			1.1 -Effective Communication of expectations about processes is needed to better inform students about behavior.	1.1 -Policy awareness and knowledge will be increased through teacher training, increased communication with students, and parental notification.	1.1 -Administration will assess student/teacher awareness using student handbook card returns and classroom walk-throughs. .	1.1 -The handbook signatures will determine the level of which information was received. The classroom walk-throughs will show us which procedures or items need further clarification or communication.	1.1 -Handbook Cards and Walkthrough forms .
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	549	**494**					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	292	**263**					
3. The total number of Out-of-School Suspensions will decrease by 10%.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	244	**220**					
4. The total number of students receiving Out-	2012 Total Number of Students	2013 Expected Number of Students					

of-School Suspensions throughout the school year will decrease by 10%. .	Suspended Out- of- School **156**	Suspended Out- of-School **140**					
			1.2. -Students lack the appropriate strategies to deal with peer conflict.	1.2. -We will develop student training for appropriate resolutions to peer conflict using student collaboration and strategizes.	1.2 -Use of student reports and discipline data will be used by administration to monitor effectiveness.	1.2 -The data will be used to determine the need for more training and resources for students, and staff.	1.2 -Peer mediation reports , discipline reports and student climate surveys (one related to over- all school climate and the other related specifically to peer conflict) will be used in this data collection.
			1.3. -Community -stake holders may lack the accessibility of technology and proficiency in using technology as a school communication tool.	1.3. -We will utilize technology, including social media and the district's application Parent Link program to update parents on important information in in addition to traditional forms of communication (i.e. phone calls and email conferences).	1.3 - Administration will pull parent link reports and other communication tools.	1.3. –The data will be used to monitor the use of our technology and to gather timely feedback.	1.2. –Parent Link Reports, Social Media Analysis.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management for New Teachers	9-12	PHS Administration	New teachers and Progressing Staff	PLC meetings	Administrator Mentor, Buddy Teachers, Disciplinary Incidents	Principal, AP's.
MTTS/RtI Interventions	9-12	Leadership Team	Various Staff Members/ School -Wide	MTSS Meetings	Continued Communication; Department Head Meetings; CST	Principal, AP's.

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1. Students who transfer in their 11th /12th grade year with low GPA have a difficult time making up credits.	1.1 -Student will be individually tutored to improve FCAT and academic grades. -Students will also be placed in credit recovery to enhance grades. -Students will be placed in at-risk homerooms to assist in monitoring academics.	1.1 Reading Coach, Guidance Counselor, Credit Recovery Teacher, Assistant Principals	1.1. -Utilize Fair testing for growth in reading. -Track number of classes completed per semester in Credit Recovery	1.1. -Graduation Rate/Drop Out Rate
The dropout rate will decrease from .5 % in 2011-2012 to .3 % in 2012-2013. The graduation rate will increase from 95 % in 2011-2012 to 98% in 2011-2012.	2012 Current Dropout Rate:* **.5%** 2012 Current Graduation Rate:* **95%(525)**	 **.3%** 2013 Expected Graduation Rate:* **98%(560)**					

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Drop Out Prevention	**11th/12th**	**Administration**	**At Risk HR Administration , Counselors, Reading Coach, Tutors, Drop Out Prevention Specialist, RtI Team**	**1 per month/early release**	**Use IPT for data support**	**AP's/ Counselors**

End of Dropout Prevention Goal(s)

Health and Fitness Goal(s)

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

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

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

<table>
<tr><th>Based on the analysis of school data, identify and define areas in need of improvement:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Fidelity Check
Who and how will the fidelity be monitored?</th><th>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</th><th>Student Evaluation Tool</th></tr>
<tr><td rowspan="4">1. Health and Fitness Goal

<u>Health and Fitness Goal #1:</u>

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 59% on the Pretest to 72% on the Posttest.

<u>2012 Current Level :*</u>
59%

<u>2013 Expected Level :*</u>
72%

o</td><td>1.1. On-line courses, ROTC, Injury/illness</td><td>1.1. High School students will engage in a minimum of two semesters of physical education in grades 9-12.</td><td>1.1. Principal
Guidance Counselors
APC</td><td>1.1. Checking of student schedules</td><td>1.1. Student schedules
Master schedule</td></tr>
<tr><td>1.2. Student honesty, integrity in keeping home log.</td><td>1.2. The Physical Education Department has adopted the Play 60 initiative of the NFL.</td><td>1.2. Physical Education Teacher</td><td>1.2. Monitor student logs</td><td>1.2. Student logs</td></tr>
<tr><td>1.3 On-line courses, ROTC, Injury/illness</td><td>1.3. Five physical education classes per week for a minimum of two semesters in grades 9-12 with a certified physical education teacher.</td><td>1.3. Physical Education Teacher
<u>First Nine Weeks Check:</u>
Emerging</td><td>1.3. Classroom walk-throughs of PE classes by principal.
<u>First Nine Weeks Check:</u>
Emerging</td><td>1.3. 3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</td></tr>
</table>

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
CPR	All	Dallona Guincho	All Physical Education Teachers	August 2012	Certification	Laura Figueredo
Positive Coaching Alliance	All	TBA	All Physical Education Teachers	August 2012	Certification	Laura Figueredo
HOPE Class Uniformity	9-12	Carrie Mahon	All Physical Education Teachers	Monthly throughout the year	Classroom Observations	Carrie Mahon

Continuous Improvement Goal(s)

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal			1.1. Information availability and collection Creating a uniform place for information gathering and dissemination	1.1. We will create a place where parents and students can go to find answers to the most commonly asked questions about the operations of the school We will gather the most commonly asked questions We will answer the most commonly asked questions We will create a website or link where those questions and answers can be accessed	1.1 SAC committee will monitor the creations of the questions and answers and their dissemination	1.1. Frequency of use once the data base is established.	1.1. 2013-14 School Climate Survey results
Continuous Improvement Goal #1: The School Climate Survey Parent negative responses will decrease in the category of School Decision Making and Advocacy category.	2012 Current Level :* **12.7%**	2013 Expected Level :* **9%**					

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
Computer literacy, content collection	all	Principal, SAC chair	SAC	Monthly	Implementation of database	Principal, SAC Chair

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1. **See Reading Goals 1.1 &1.2**	A.1.	A.1.	A.1.
Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	75%	**76%**					
			A.2.	A.2. **See Reading Goals 1.1 &1.2**	A.2.	A.2.	A.2.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1. **See Reading Goals 1.1 &1.2**	B.1.	B.1.	B.1.
Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	*						
			B.2.	B.2. **See Reading Goals 1.1 &1.2**	B.2.	B.2.	B.2.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1. **See Reading Goals 1.1 &1.2**	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 65% to 67 %.	2012 Current Percent of Students Proficient in Listening/Speaking: **65%**					
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1.	2.1. **See Reading Goals 1.1 &1.2**	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 43% to 45%.	2012 Current Percent of Students Proficient in Reading : **43%**					
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing.		2.1.	2.1. **See Reading Goals 1.1 &1.2**	2.1.	2.1.	2.1.
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					

The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 35% to 37%.	**35%**					

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1. **Barriers:** -It is difficult to schedule students by levels due to a small population. _ It is difficult to find teachers certified in both Math and ESE.	1.1.– **Strategy:** -The purpose of this strategy is to strengthen the core curriculum. Students' math comprehension will improve through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to real world expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Math FAA -Teachers will utilize of available resources utilizing Access Points to drive curriculum.	1.1 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	**67%**	**68%**					

				Check/Act: Review Plan/Do and adjust as necessary.			
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1. **See Math FAA GOAL "F"**	G.1.	G.1.	G.1.
Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **29%**	2013 Expected Level of Performance:* **30%**					

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1. **Barriers:** -Student placement and levels. -Not all teachers aware of how to increase rigor in their classrooms. -Teachers' knowledge of Geometry EOC standards.	1.1.– **Strategy:** -The purpose of this strategy is to strengthen the core curriculum. Students' math comprehension improve through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to college and career-ready	1.1 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	1.1. -Formative assessments 3x's year and at the minimum 6 FCIM mini –assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams
Geometry Goal H: The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 80% to 82%	2012 Current Level of Performance:* **80%**	2013 Expected Level of Performance:* **82%**					

				expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Algebra EOC exam. -Teachers will utilize of available resources in the Florida Achieves Resource Bank and trained in how to access and use them with students. **Check/Act:** Review Plan/Do and adjust as necessary.			
			1.2. **Barriers:** - Teacher implementation of the FCIM model is not consistent across math classes. Lack of understanding of when and how to implement the FCIM assessment model.	1.2. **Strategy:** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested Geometry EOC benchmarks. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes to prepare for the Geometry EOC -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. Pertaining to the Geometry EOC. **Plan/Do:**-Teachers will meet in PLCs to analyze formative data and identify essential EOC benchmarks that need reinforcement and/or remediation.. Teachers will also determine which standards need	1.2 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.2. - See "Check" & "Act" action steps in the strategies column.	1.2. -Formative assessments 3x's year and at the minimum 6 FCIM mini –assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams

			to be remediated and implement the mini lessons and mini assessments (FCIM) associated with that standard. - At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on FCIM data and formative testing, skills are moved to a maintenance or re-teaching schedule. **Check/Act:** Review Plan/Do and adjust as necessary.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
I. Students scoring in the upper third on Geometry.			1.1. **Barriers:** -Student placement and levels. -Not all teachers aware of how to increase rigor in their classrooms. -Teachers' knowledge of Geometry EOC standards.	1.1.– **Strategy:** -The purpose of this strategy is to strengthen the core curriculum. -Students' math comprehension will improve through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Algebra EOC exam. -Teachers will utilize of available resources in the	1.1 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	1.1. -Formative assessments 3x's year and at the minimum 6 FCIM mini –assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams
Geometry Goal I: The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 57% to 59 %.	2012 Current Level of Performance:* **57%**	2013 Expected Level of Performance:* **59%**					

				Florida Achieves Resource Bank and trained in how to access and use them with students. **Check/Act:** Review Plan/Do and adjust as necessary.			
			Geometry	1.2. **Strategy:** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested Algebra 1 EOC benchmarks. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes to prepare for the Geometry EOC -Teachers will expose students to college and career-ready expectations that will engage students in relevant instruction. Pertaining to the Geometry EOC. **Plan/Do:**-Teachers will meet in PLCs to analyze formative data and identify essential EOC benchmarks that need reinforcement and/or remediation.. Teachers will also determine which standards need to be remediated and implement the mini lessons and mini assessments (FCIM) associated with that standard. - At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on FCIM data and formative testing, skills are moved to a maintenance or re-teaching schedule.	1.2 **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.2. - See "Check" & "Act" action steps in the strategies column.	1.2. -Formative assessments 3x's year and at the minimum 6 FCIM mini –assessments. -Various curriculum assessments such as: Chapter /unit test 9 weeks test Semester exams

			Check/Act: Review Plan/Do and adjust as necessary.			

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1. **Barriers:** -It is difficult to schedule students by levels due to a small population. _ It is difficult to find teachers certified in both Science and ESE.	F.1. **Strategy:** -The purpose of this strategy is to strengthen the core curriculum. Students' science comprehension improved through lessons designed to increase rigor and relevance of content. **Action Steps:** -Teachers will expose students to relevant primary source material in content classes. -Teachers will expose students to real world expectations that will engage students in relevant instruction. **Plan/Do:** -Teachers will participate in PLCs to increase their skills in the delivery of rigorous math content which coincides with the Higher Order Questioning preparing students for Math FAA -Teachers will utilize of available resources utilizing Access Points to drive	1.1.– **Who:** Principal APC AP Department Head Subject Team Leaders **How:** -PLC logs turned into administration. - Department Head walkthroughs	1.1 -See "Check" & "Act" action steps in the strategies column.	1.1	F.1.
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **91%**	2013 Expected Level of Performance:* **92%**					

				curriculum. **Check/Act:** Review Plan/Do and adjust as necessary.			

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1. -Student placement and levels. -Not all teachers aware of how to increase rigor in their classrooms. -Teachers' knowledge of Biology EOC standards.	1.1 **Strategy:** -Teachers will engage students in active learning through incorporating technology and various resources and strategies. **Action Steps:** -Teachers will utilize pacing guides with essential question to engage student interest. -Teachers will utilize Gizmos for exploration and student interactive learning. **Plan/Do:** -Utilize PLC's to design strategies based on prior year student data -Using data to identify trends and drive instruction. -All teachers will develop a writing goal aligned with the Common Core Rubric for the 2012-2013 school year -Teachers will meet in PLCs to analyze formative data and identify essential EOC benchmarks that need reinforcement and/or remediation.. Teachers will also determine which standards need to be remediated and	1.1. **Who:** Teacher Principal Department Head APC **How:** Evidence of strategy as observed during administrative walk-throughs.	1.1. **Check/Act:** Review Plan/Do and adjust as necessary.	1.1 -.Mini Assessments per Unit -Teachers will use formative assessment to prepare for the Biology EOC. Chapter /unit test 9 weeks test Semester exams
Biology Goal K: The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 84% to 85%	2012 Current Level of Performance:* **84%**	2013 Expected Level of Performance:* **85%**					

				implement the mini lessons and mini assessments (FCIM) associated with that standard. - At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on FCIM data and formative testing, skills are moved to a maintenance or re-teaching schedule. **Check/Act:** Review Plan/Do and adjust as necessary.			
			1.2. - Teachers may be hesitant to teach complex texts because they question students' ability to understand complex texts and they question their ability to teach complex texts.	1.2. - Use complex texts and CIS lessons to guide students through complex texts. Students need to understand how to **read** complex text, **shift** the amount of informational text they read, and **answer text-dependent questions applied to complex texts**. **<u>Action Steps</u>** -Teachers will expose students to more complex texts. - Each department will implement Common Core Strategies and the incorporate complex texts into its curriculum. Specific departments will use CIS. Biology teachers will PLC to identify areas of weakness and strengthen use of strategies. -Teachers will monitor students in the reading and understanding of Complex Texts.	1.2. <u>Who</u> -Principal -APC -Reading Coach -Department Heads <u>How</u> - Departmental PLC Logs. PLCs turn their logs into department heads after a unit of instruction is complete. -Administration and coach rotate through PLCs supporting complex text discussion during Biology PLCs - Department heads	1.2. <u>Teacher Level</u> -Teachers use assessment of complex texts/CIS to drive future instruction. -Teachers use assessment data and grades to monitor students' progress. <u>PLC Level</u> -Using student data, PLCs evaluate student understanding of complex texts in Biology. -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -PLC facilitator/Department Heads share data with the Leadership Team. -Data is used to generate teacher support, further training, and/or student supplemental instruction.	1.2. - Mini Assessments per unit -Teachers will use formative assessment to prepare for the Biology EOC. Chapter /unit test 9 weeks test Semester exams

				share positive outcomes from PLCs at Leadership Team meetings. -Administration/ Leadership Team shares the positive outcomes observed in PLC meetings on a monthly basis.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
L. Students scoring in upper third in Biology.		2.1.	2.1. SEE BIOLOGY (EOC)GOALS 1.1 and 1.2	2.1.	2.1.	2.1.
Biology Goal L: The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 57% to 60%	2012 Current Level of Performance:* **57%**	2013 Expected Level of Performance:* **59%**				
		2.2.	2.2. SEE BIOLOGY (EOC) GOALS 1.1 and 1.2	2.2.	2.2.	2.2.

NEW Writing Florida Alternate Assessment Goal

Writing Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			1.2. **Barriers:** Not all teachers are proficient in teaching students of various abilities and backgrounds with in the same class. -Very difficult to group this student population due to small numbers.	1.2. **Strategy:** Students' reading, writing, language, and listening /speaking skills improves through engagement real world lessons/activities/tasks that promote high levels of thinking through differentiated instruction. **Action Steps:** PLCs -Reflect on barriers and successes from the year before. -Look at student assessment FAA -Review IEP .-Determine, what is and isn't working ? --Is there a need to supplement the instruction? How? -Discuss effective student placement -Plan strategies to differentiate. -Plan higher order thinking questions. -Discuss successes and challenges. **Check:** -PLC discussions and analysis of student writing to determine trends and needs **Act:** Review **Plan/Do** and adjust as necessary.	1.1 **Who** Principal APC Department Chair ESE Specialist **How Monitored** -PLC logs -Classroom walk-throughs	1.1 See "Check" & "Act" action steps in the strategies column.	1.1 -Class room checks -FAA
Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **96%**	2013 Expected Level of Performance:* **97%**					

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of STEM Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Sustain/Increase the number of Industry Certifications from **32%** in 2011-2012 to **42%**in 2012-2013.	1.1. -Lack of student interest; lack of time to get all certifications completed. -technical difficulties with server.	1.1. -Increase student participation in completing Industry Certifications.	1.1. -CTE Teachers -APC	1.1. -Review and analyze data to develop next steps.	1.1. -Document numbers of certifications.
	1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.2. Strategy Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details *Within PLCs:* -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate 2 times per month for curriculum	1.2 Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.2.

		planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group. -PLCs will generate SMART goals for upcoming units of instruction. -PLCs will report SMART goal data through their logs. As a Science Department -PLC, share action plan successes and challenges of the grade levels courses. -PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.			

CTE Professional Development

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

and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
-Establish criteria to promote Industry Certification and to certify all teachers	-9-12	-District	-CTE Teachers	-PLC meetings/Department meetings; minimum 1/month	-Log completed Industry Certification for both students and teachers.	-CTE Department Head Subject Teacher(s) APC

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

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

☒ Yes ☐ 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
Final Amount Spent			