

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Bloomingdale Senior High School	District Name: Hillsborough County School District
Principal: Mark West	Superintendent: Mrs. Mary Ellen Elia
SAC Chair: Katy Proly Co-Chair: Grant Radebaugh	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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mr. Mark West	Science Educational Leadership Specialist in Education	7	20	2010-2011 – B - 79% AYP met 2009-2010 – B – 82% AYP met, 2008-2009 – B – 82% AYP met
APC	Dr. Nicole Gallucci	Dr. of Education Principalship Ed. Leadership B.S. Sociology and Varying Exceptionalities	0	10	

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^APA	Mr. Donald Peek	BS Physical Education M.Ed Leadership	3	3	2010-2011 – B - 79% AYP met 2009-2010 – B – 82% AYP met, 2008-2009 – B – 82% AYP met,
APSA	Ms. Kelly Horne	B.S. Journalism M.Ed	1	1.5	2010-2011 – B - 79% AYP met 2009-2010 – B – 82% AYP met, 2008-2009 – B – 82% AYP met
APSA	Mrs. Katie Rocha	BS Science M.Ed Leadership	1	1	2010-2011 – B - 79% AYP met 2009-2010 – B – 82% AYP met
APSA	Mr. Tim Leeseburg	BS Science M.Ed Leadership	2	2.5	2010-2011 – B - 79% AYP met

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 Coach	Kay Quinones	B.S. Business ESOL Reading	0	1	A school, bottom quartile met gains, African American, White, and Asian students all met gains

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)
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1. Teacher Interview Day	General Directors	June 2013	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	Ongoing	
3. Performance Pay	General Director of Federal Programs	July 2011	
4. Map	Supervisor of Data Analysis	July 2011	
5. Regular meetings of new teachers with Principal	Principal	Ongoing	
6. Regular meeting of new teachers with Principal	Assistant Principal	Ongoing	
7. College campus job fairs and recruiting at Universities	Guidance Counselor	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
2 out-of-field	Working on ESOL endorsement.

Staff Demographics

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

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
142	4.9% (7)	29.5% (42)	34.5% (49)	30.9% (44)	42.2% (60)	98.6% (140)	09.1% (13)	07% (11)	14.7% (21)

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
Jacquelyn Marshall	Alyse Jacobsen Christina Sincoski Elizabeth Handy Jaclyn Johnson Keren Vergon Lindsey Petree Megan Reed Melissa Gentile Rachel Wixson Ronald Dellavalle Kevin Gonzalez	First or second year teachers, or in ACP	Mentor meets with mentees every week, mentor also comes and observes regularly and helps plan for effectiveness.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. A. Principal B. Assistant Principal for Curriculum

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- C. Assistant Principal for Student Affairs
- D. School Psychologist
- E. Guidance Counselor
- F. Reading Coach
- G. ESE Specialist
- H. School Social worker
- I. ESOL Teacher
- J. SAC Chairperson

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

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

The PSLT is considered the main leadership team in our school. The PSLT will meet 2-4 times 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, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading, math and science
 - Extended Learning Programs after school
 - Saturday Academies
 - Intensive Reading and Math classes
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the 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)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the Plan-Do-Check Act (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and

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- writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2012-13 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third Grading Period. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the *department* PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses

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- establish methods to track students’ progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
- develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
- review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/PSLT Member
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:

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

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Supplemental/Intensive Instruction (Tiers 2 and 3)		
Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** <i>(see below)</i>	School Generated Database in Excel	PSLT/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

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

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

Describe the plan to train staff on MTSS.
PSLT members who attended the district level MTSS trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District’s MTSS Committee develops resources and staff development trainings on PS/MTSS, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during faculty meeting times or rolling faculty meetings. Our school will invite our area MTSS Facilitator to visit quarterly to review our progress in implementation of PS/MTSS and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/MTSS as they become available.

Describe plan to support MTSS.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal APC Reading Coach Subject Area designees
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Reading Leadership Team will meet every 6-8 weeks. Each department will appoint a designee, so that all voices are heard. We will be analyzing school-wide assessment data for use in planning rewards/initiatives.
What will be the major initiatives of the LLT this year? School-wide data analysis One Book, One School School-wide FCAT vocabulary practice School-wide FCAT strand knowledge/practice FCAT Boot camp Mentor program for bottom quartile students

NCLB Public School Choice

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

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

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

***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.

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

The reading coach is required as a part of his/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

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development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science, and language arts) Project CRISS follow-up trainings are offered by request at school sites and as district-offered trainings throughout the school year.

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

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

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student need. 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.

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

*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 and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for post secondary readiness (Industry Certifications, College credit, job skills, etc).

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?

Bloomington High School annually will hold elective fairs with present and incoming students. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with

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feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. Guidance Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, Bloomingdale High school will review new course offerings at the State and District Level to continue to offer Rigorous and Relevant coursework and to meet the State Standards.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Analysis of High School Feedback Report

Bloomingdale H.S. has reflected over our *High School Feedback Report* Trends for the last three years. The following is a summary from our annual analysis.

Bloomingdale High School's percentage of graduates completing a college prep curriculum has decreased from 75% to 71.7% over a three year period. During that same time period, the district decreased by .5% (65.8% - 65.3%) and the state increased by 0.2% (59.6% - 59.8%). In addition, the number of graduates that enrolled in Algebra 1 prior to 9th grade, completed at least one Level 3 high school math course, completed at least one Dual Enrollment math course and completed at least one Level 3 or higher science course and were all above the district and the state averages for the same three year period.

Strategies for Improving Student Readiness for Postsecondary

District-Level

The Career and Technical Education (CTE) Department provides our counselors with a binder and data base of the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions. Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

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

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

School-Level

Specifically Bloomingdale High School, students may participate in the following:

- Using ELP funds, Saturday SAT and ACT prep classes are offered. Counselors will meet with all students to encourage students to complete the class and take the test.

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Communication letters on the SAT and ACT will be sent home with students to advertise the SAT and ACT prep classes and testing dates.

- College Visits - Various college representatives visit Bloomingdale High School to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Senior Night - All seniors are encouraged to attend senior night, where they receive their senior handbook and the counselors share valuable information about their senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are given their Junior Handbooks and important information about testing and senior year is shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Communication letters on the PSAT will be sent home with students to advertise the PSAT classes and testing dates.
- Using ELP funds our school will provide tutorial sessions for students 3 times a week.

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	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Reading Goal #1: In grades 9-12, the percentage of Standard Curriculum students scoring at a Level 3 or higher on the 2012 FCAT Reading will increase from 63% to 66%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of understanding of how to implement the Plan-Do-Check Act with the core curriculum to enhance instruction.	<u>Strategy:</u> The purpose behind using PLAN-DO-CHECK ACT lessons is to enhance the reading skills students already possess, while strengthening areas of weakness.	Who and how will the fidelity be monitored? Principal -APC -Reading Coach -Department Head -SIP Coordinator	How will the evaluation tool data be used to determine the effectiveness of strategy? During the course of a nine weeks teachers will record the percentage of students passing PLAN-DO-CHECK ACT assessments. This data will be used to conduct nine week progress monitoring	2-3x Per Year
	63%	66%	-Additional training to implement effective PLC groups. -Teachers at varying levels of knowledge and implementation of Differentiated Instruction and Balanced Literacy	<u>Action Steps:</u> 1. PLC groups will analyze FCAT data for areas of student strength and weakness. Based on data, PLAN-DO-CHECK ACT lessons will be created to enhance student strengths and boost weaknesses. 2. PLC's write SMART goals based on how students perform on PLAN-DO-CHECK ACT strands (main idea, context clues, etc.). For example, 80% of students will score a 90% or better on each instructed strand. 3. In PLC groups, teachers will discuss and share best teaching practices.	How -PLC groups turn in logs to English department head and administration; Administration and department head provide feedback accordingly. -Classroom observations/walk-through using the District/School based reading Informal Observation Pop-In form which includes PLAN-DO-CHECK ACT Fidelity Check -Teacher objective, learning target, and/or focus question will be posted in board. -Evidence of objective, learning targets, and/or learning goal noted by	Teacher Level During the course of a nine weeks teachers will record the percentage of students passing PLAN-DO-CHECK ACT assessments. This data will be used to conduct nine week progress monitoring -PLAN-DO-CHECK ACT strand assessment data will be recorded on an Excel spreadsheet -Data collected is compared student-to-student, class-to-class, course-to-course to improve instruction. <u>PLC/Department Level</u> - PLC will review achievement progress of assessed strands <u>Leadership Team Level</u> <u>SIP Coordinator</u> Monitors the data to focus the PLC meetings to discuss strategies for a course of action if needed\ <u>1st Grading Period Check</u> Across all reading classes, the percentage of reading students who received a passing score on the PLAN-	-FAIR Ongoing Progress Monitoring assessments in reading comprehension, fluency, word recognition, and word analysis. <u>During Grading Period</u> -PLAN-DO-CHECK ACT lessons/assessments that help enhance student understanding and ability to comprehend readings. These lessons and assessments will be individually designed based on the needs of the students of the teacher.

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				<p>4. Teachers will instruct students using balanced literacy and differentiated instructional practices that were discussed in PLC meetings.</p> <p>5. Based on PLAN-DO-CHECK ACT assessment data, teachers discuss how students performed on each strand. Teachers then decide what strands need to be re-taught in whole group, small group, or individualized instruction.</p> <p>6. Teachers use Differentiated Instruction to deliver lessons on PLAN-DO-CHECK ACT strands (remediation and enrichment).</p> <p>7. Student/Class progress is recorded in PLC logs.</p>	<p>administration on informal/formal evaluation form.</p> <p>-Fidelity of targets and goals will be discussed during department head meetings and PLC meetings.</p> <p><u>1st Grading Period Check</u> -Out of 100 walkthroughs, evidence of PLAN-DO-CHECK ACT was seen 90 times. -Out of the 90 PLAN-DO-CHECK ACT observations, 5 were emerging and 85 were operational.</p> <p><u>2nd Grading Period Check</u> -Out of 100 walkthroughs, evidence of PLAN-DO-CHECK ACT was seen 93 times. -Out of the 90 PLAN-DO-CHECK ACT observations, 5 were emerging and 88 were operational.</p> <p><u>3rd Grading Period Check</u></p>	<p>DO-CHECK ACT assessments was 62%.</p> <p><u>2nd Grading Period Check</u> Across all reading classes, the percentage of reading students who received a passing score on the PLAN-DO-CHECK ACT assessments was 65%.</p> <p><u>3rd Grading Period Check</u></p>	
			<p>1.2. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through all teachers using the <u>Core Continuous Improvement Model</u></p>	<p>1.2. <u>Who</u> Principal and APC</p> <p><u>How</u> EET formal observations 1st 9 weeks To date, 96% formal observations were at operation/highly functional level</p>	<p>1.2. Using unit assessments, each teacher calculates the average for each of their identified preps.</p> <p>-Information is shared with department heads to create an overall average per subject area for a nine week report</p>	<p>1.2.</p>	<p>1.2. <u>During Nine Weeks</u> During the 9 week content unit assessments</p>

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		<p>(Plan-Do-Check Act) with core curriculum implementing the Charlotte Danielson’s framework for teaching (EET rubric)</p> <p><u>Action Steps</u> - As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. (Domains 1, 4d and 4e) -PLC teachers instruct students using the core curriculum, incorporating domain 3 components from their PLC discussions. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. (Domain 3d) - Teachers bring assessment data back to the PLCs. (Domain 1 and Domain 3d) -Based on the data, teachers discuss strategies that were effective. -Based on the data, teachers a)decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole</p>	<p>2nd 9 weeks Data not collected To date, _97%_ formal observations were at operation/highly functional level</p> <p>3rd 9 weeks To date, ___ formal observations were at operation/highly functional level</p>	<p>- The nine week report is shared with APC and discuss strategies for a course of action if needed .</p> <p>1st 9 weeks The unit assessment average in World History was82%.</p> <p>The unit assessment average in World History Honors was 84%.</p> <p>The unit assessment average in American Govt. was79%.</p> <p>2nd 9 weeks The unit assessment average in World History was83%.</p> <p>The unit assessment average in World History Honors was 85%.</p> <p>The unit assessment average in American Govt. was82%.</p> <p>3rd 9 weeks</p>		
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		<p>class and c) decide what skills need to be re-taught to targeted students. (Domains 1 and 4a) -Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). (Domain3e) -PLCs record their work in logs.</p>				
		<p>1.3. Lack of participation by the students.</p>	<p>1.3. - Reward students with gift cards that participate, and reach set goals, in the Reading Counts program</p> <p><u>Action Steps</u> - Through 9th grade English classes, have students enroll in the Reading Counts Program</p> <p>-Students check out books that are under the Reading Counts criteria</p> <p>- Students will take a test for comprehension of the reading</p> <p>-Students that pass the test with an 80% or higher will have their name in a drawing for the gift card.</p> <p>- Drawing occurs every nine weeks</p>	<p>1.3. <u>Who</u> Media Specialist</p> <p><u>How</u> Media specialist will monitor test that students take throughout the nine weeks.</p> <p>-Students that score an 70% or higher will be eligible for drawing</p> <p>Names will be selected for gift cards each nine weeks</p> <p><u>First Nine Week Check</u> 150 students eligible for gift card</p> <p><u>Second Nine Week Check</u> 150 students eligible</p> <p><u>Third Nine Week Check</u> 150 students eligible</p>	<p>1.3. Students that participate in the reading counts program will be recorded by the media specialist and an accurate list of names that receive an 70% or above on all test will be logged</p> <p>- Lists will be used to compare student FCAT reading levels</p> <p><u>First Nine Week Check</u> No data collected</p> <p><u>Second Nine Week Check</u> No data collected</p> <p><u>Third Nine Week Check</u> Eligible students that qualified in the reading counts program and received a passing score on the reading FCAT were _____</p>	<p>1.3. <u>During Nine Weeks</u> After each 9 weeks students will be graded upon their completion of the assignments and rewarded with positive feedback and grades.</p>

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p> <p><u>Reading Goal #2:</u></p> <p>In grades 9-12, the percentage of standard curriculum students a Level 4 or 5 on the 2012 FCAT will increase from 39% to 42%.</p>		<p>2012 Current Level of Performance:*</p> <p>39%</p>	<p>2013 Expected Level of Performance:*</p> <p>42%</p>	<p>2.1. Teachers are at varying levels of skill and knowledge of Costa's levels of questioning.</p> <p>- PLC's lack of focus on higher order thinking skills.</p> <p>-Administrators are at varying levels of identifying higher order questioning.</p>	<p>2.1. Strategy: The purpose of this strategy is to strengthen core curriculum and deepen students' understanding of content/material. Students' reading comprehension skills will increase with use of Costa's higher order thinking skills in core classes (Math, Science, Language Arts, Reading, Social Studies), and elective classes. The teacher frequently responds to students correct answers by probing for higher-level understanding in an effective manner. High-quality questions, in other words, promote thinking by students, encouraging them to make connections among previously believed, unrelated concepts, or events and to arrive at new understandings of complex material.</p> <p>Action Steps: - Via walk-throughs, administrators seek evidence of higher-order questioning techniques being used by teachers. - Through walkthroughs teachers are identified that excel in Costa's/HOTS that model strategies for other teachers.</p>	<p>2.1. Who -Administration team -SIP Coordinator</p> <p>How - Administrators use EET evaluation tool</p> <p><u>1st Grading Period Check</u> According to 3B of the teacher EET rubric, as of 10/23/12, ___formal observations have been completed. ___percentage of teachers were at accomplished or exemplary levels.</p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>2.1. Teacher Level Using unit assessments, each teachers calculates the average for each of their identified preps.</p> <p><u>PLC/Department Level</u> -Information is shared with department heads to create an overall average per subject area for a nine week report</p> <p><u>Leadership Team Level</u> - The nine week report is shared with APC and discuss strategies for a course of action if needed</p> <p><u>SIP Coordinator</u> Monitors the data to focus the PLC meetings to discuss strategies for a course of action if needed\</p> <p><u>1st Grading Period Check</u> The unit assessment average for Eng 1 reg. was71%.</p> <p>The unit assessment average for Eng 1 Honors was 76%.</p> <p>The unit assessment average for Eng 2 reg. was76%.</p> <p>The unit assessment average for Eng 2 Honors was 78%.</p> <p><u>2nd Grading Period Check</u> The unit assessment average for Eng 1 reg. was73%.</p> <p>The unit assessment average</p>	<p>2.1. 2-3x Per Year</p> <p>-FAIR Ongoing Progress Monitoring assessments in reading comprehension, fluency, word recognition, and word analysis.</p> <p><u>During Grading Period</u></p> <p>- End of unit assessments</p>

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				<ul style="list-style-type: none"> - As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling Costa's level questioning. - Teachers administer common assessments and bring results to PLC meetings. - PLC's use data to identify strengths and weaknesses in higher order thinking. - PLC's record work/assessment info on PLC log. 		<p>for Eng 1 Honors was 79%.</p> <p>The unit assessment average for Eng 2 reg. was 78%.</p> <p>The unit assessment average for Eng 2 Honors was 80%.</p> <p><u>3rd Grading Period Check</u></p>	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			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. <u>Strategy:</u> SEE GOAL 1	3.1. <u>Who</u> SEE GOAL 1	3.1. <u>Teacher Level</u> SEE GOAL 1	3.1. <u>2-3x Per Year</u> SEE GOAL 1
<u>Reading Goal #3:</u> In grades 9-12, the percentage of all curriculum students making learning gains on the 2013 FCAT Reading will increase from 69% to 72%.	<u>2012 Current Level of Performance:*</u> 69%	<u>2013 Expected Level of Performance:*</u> 72%		<u>Action Steps:</u>	<u>How</u> <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	<u>PLC/Department Level</u> <u>Leadership Team Level</u> <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	<u>During Grading Period</u>

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		3.2.	3.2. <u>Strategy:</u> Provide a FCAT reading boot camp for students that received a Level 1 or Level 2 reading score on the FCAT reading test. <u>Action Steps:</u> - APC will identify all students that have scored a Level 1 or Level 2 on the FCAT reading test - APC will arrange for teachers to tutor students on FCAT reading strategies. - Students will have the opportunity to meet on Saturdays to work on FCAT strategies - Collect data of participating students to check for improvement on practice assessments	3.2. <u>Who</u> APC Teachers <u>How</u> Use FCAT data collected Practice Assessments used during boot camp <u>1st Grading Period Check</u> Of the __ number of students that participated in the FCAT boot camp, __ passed the FCAT reading retake. <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	3.2. <u>Teacher Level</u> Monitor Practice assessments and compare to FCAT results <u>PLC/Department Level</u> <u>Leadership Team Level</u> Data will be used if there is need for intervention as it relates to moving to the next Tier. <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	3.2. <u>2-3x Per Year</u> <u>During Grading Period</u>
		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. <u>Strategy:</u> SEE GOAL 1 <u>Action Steps:</u>	4.1. <u>Who</u> SEE GOAL 1 <u>How</u> <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	4.1. <u>Teacher Level</u> SEE GOAL 1 <u>PLC/Department Level</u> <u>Leadership Team Level</u> <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	4.1. <u>2-3x Per Year</u> SEE GOAL 1 <u>During Grading Period</u>
<u>Reading Goal #4:</u> In grades 9-12, the percentage of all curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 64 to 67 points.	<u>2012 Current Level of Performance:*</u> 64	<u>2013 Expected Level of Performance:*</u> 67				

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		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
<u>Reading Goal #5A:</u>		2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.		White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<u>Reading Goal #5B:</u> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Reading Goal #5C:</u> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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satisfactory progress in reading.							
Reading Goal #5D: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each 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
HOTS	9-12	Dept Head	PLC	Early Release / 1 month	Walk –throughs	Dept Head / Admin
PLCs	Subject	Dept Head	Subject	Early Rlease	Logs	Dept Head / Admin
Plan-Do-Check-Act	PLCs	Dept Head	PLC	Early Release	Logs	Dept Head/ Admin

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).			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Not all teachers of the same course give the same common assessment at the end of the instructional cycle. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use Plan-Do-Check Act with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills. <u>Action Steps:</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" -PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the	Who - Principal - APC - Math Dept Head How -PLC groups turn in logs to Math department head and administration; Administration and department head provide feedback accordingly. -Classroom observations/walk-through using the District/School based reading Informal Observation Pop-In form -Teacher objective, learning target, and/or focus question will be posted in board. -Evidence of objective, learning targets, and/or learning goal noted by administration on informal/formal evaluation form. -Fidelity of targets and	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. <u>PLC/Department Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <i>-After each assessment, PLCs will ask the following questions:</i> <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers to implementation are we facing and how will we address</i>	During Grading Period Common assessments (pre, post, mid, section, end of unit)
The percentage of All Curriculum students scoring in the Middle and Upper Third on the 2013 End-of-Course Algebra Exam will increase from 31% to 34 %.	31%	34%					

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			<p>grading period, 75% of the students will score an 80% or above on each unit of instruction.) (EET Rubric 1c, 4d) -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings -PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d) -Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d) -Based on the data, teachers discuss Differentiated Instruction strategies that were effective. (EET Rubric 4a, 4d) -Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c) -PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills. -PLCs discuss how the data</p>	<p>goals will be discussed during department head meetings and PLC meetings. <u>1st Grading Period Check</u> EET informal observations 1st 9 weeks To date, 95% informal observations were at operation/highly functional level <u>2nd Grading Period Check</u> To date, 95% informal observations were at operation/highly functional level <u>3rd Grading Period Check</u></p>	<p>them? 3. To what degree are we making progress towards our SMART goal? 4. Are there skills that need to be re-taught in a whole lesson to the entire class? 5. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught to targeted students? 7. How do we report and share our results with the Leadership Team <u>Leadership Team Level</u> PLC facilitator/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction. <u>SIP Coordinator</u> Monitors the data to focus the PLC meetings to discuss strategies for a course of action if needed\ <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u></p>	
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			will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)			
		1.2. Teachers at varying skill levels with the PLAN-DO-CHECK ACT model. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the District pacing guide. - Finding appropriate text to develop the lessons and assessments.	1.2. use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine week assessments, semester exams, curriculum assessments and daily class work) to plan and deliver mini-lessons and mini-assessments (F-CIM). Action Steps - PLCs identify essential tested skills/standards/benchmarks for their students that need reinforcement and/or remediation. (EET Rubric 1b, 1c, 4a, 4d) -Teachers discuss how to correlate mini lessons with core curriculum. - Based on the data, PLCs develop a nine week projected timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. (EET Rubric 1b, 1c, and 4d) -Teachers discuss strategies	1.2. <u>Who</u> - Principal - APC - Math Dept Head -Peer Evaluator <u>How</u> -PLC groups turn in logs to Math department head and administration; Administration and department head provide feedback accordingly. -Classroom observations/walk-through using the District/School based reading Informal Observation Pop-In form which includes PLAN-DO-CHECK ACT Fidelity Check -Teacher objective, learning target, and/or focus question will be posted in board. -Evidence of objective, learning targets, and/or learning goal noted by administration on informal/formal	1.2. Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their mini assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards 80% mastery of skills. -Teachers chart their students' individual progress. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the 80% mastery data across all classes/courses for each mini assessment. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/Department Heads will share data with the Problem Solving Leadership Team. <u>SIP Coordinator</u> Monitors the data to focus the PLC meetings to discuss strategies for a course of action if needed\	1.2. <u>During Grading Period</u> -PLAN-DO-CHECK ACT lessons/assessments

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			for teaching the mini lessons -Teachers implement the mini lessons and mini assessments to the whole group or targeted students. -Teachers bring assessment data back to the PLCs. (EET Rubric 4d) -If needed Differentiated Instruction mini-lessons/assessments are given to targeted students as Tier 1 interventions. -Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. (EET Rubric 1b, 3c, 3e, 4d) -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)	evaluation form. -Fidelity of targets and goals will be discussed during department head meetings and PLC meetings.		
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.		2.1. See Goal 1	2.1. See Goal 1	2.1. See Goal 1	2.1. See Goal 1	2.1. See Goal 1
Algebra Goal #2: The percentage of All Curriculum students scoring at level 4 or 5 on the 2013 End-of-Course Algebra Exam will increase from - 4% to 7%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	4%	7%				
		2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3	2.3	2.3	2.3	2.3
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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
A. In six years, school will reduce their achievement gap by 50%. HS Mathematics Goal A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. HS Mathematics Goal B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	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: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing first semester exams	Grades 9-10	Math Dept Head	PLCs	Early release day after exam results received.	PLC logs	Math Dept Head
Present training on Costas Level Questioning	Grades 9-10	Math Dept Head	PLCs	Early release day	Walk-throughs to determine if questioning techniques are being used.	Administration Team
PLCs	Subject	Dept Head	Subject	Early Release	Logs	Dept Head / Admin

End of Mathematics Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. Teaching new curriculum	1.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the writing skills of high level ninth grade students, and prepare them for the rigor of future Advanced Placement courses. Writing samples will be inputted into turnitin.com to check for authenticity. <u>Action Steps:</u> - Identify high level ninth grade students according to previous FCAT results - Require targeted students to take one semester of an Advanced Placement Level writing course 1. Maintain Writing folders to monitor continuous progress 2. Daily writing journals 3. Group evaluation and Peer editing	1.1. <u>Who</u> Principal APC Department Head Teacher <u>How</u> Students turn in completed essays for their graded portfolio. Essays will be submitted into turnitin.com for authenticity. <u>1st Grading Period Check</u> 89% of the students received a 80%or better on their graded portfolio <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	1.1. <u>Teacher Level</u> -Provide writing assignments for assessment -maintain student folders to monitor continuous progress <u>PLC/Department Level</u> -PLC's-Review on monthly writing assessments and discussions of writing rubrics -PLC share best practices for writing instruction <u>Leadership Team Level</u> <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	1.1. <u>2-3x Per Year</u> Student graded essays Peer editing of student essays <u>During Grading Period</u> Students will write essays, peer evaluate essays, and view sample essays to improve their writing.
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of All Curriculum students scoring a Level 4 or higher on the 2012 FCAT Writing will increase from 87% to 90%.	87%	90%	1.2. New teachers may not have FCAT writing training Teachers lack sufficient time to score students'	1.2. <u>Strategy:</u> Students' writing skills will improve through participation of best practices for teaching writing. Best	1.2. <u>Who</u> Classroom teachers DH/ADH Administrator	1.2. <u>Teacher Level</u> -Provide writing assignments for assessment -maintain student folders to monitor continuous progress	1.2. <u>2-3x Per Year</u> Student graded essays Peer editing of student essays

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		papers	practices include PLC discussions, differentiated instruction, and holistic scoring methods. <u>Action Steps:</u> <ol style="list-style-type: none"> 1. Continue grade-level/course PLC's to support teachers. 2. Writing assignments in accordance with formative and summative schedule provided by the county 3. Maintain Writing folders to monitor continuous progress 4. Daily writing journals 5. Group evaluation and Peer editing 	How Classroom walkthroughs by Administration and DHs with feedback given to teachers. Springboard walkthroughs using Observation forms <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	<u>PLC/Department Level</u> -PLC's-Review on monthly writing assessments and discussions of writing rubrics -PLC share best practices for writing instruction <u>Leadership Team Level</u> <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	<u>During Grading Period</u> Student journal writing, draft writing, bellwork writing exercises
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CRISS Training	all	Reading Coach	School wide	Continuous	Implementation in the classrooms	Reading Coach
Student tutoring	all	Classroom teacher	School wide	Through year	Tutor providing feedback to classroom teacher	Classroom teacher
PLCs	Subject	Dept Head	Subject	Early Release	Logs	Dept Head / Admin

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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.	1.1.	1.1.	1.1.	1.1.
			-Faculty consistency -Administrative follow-up with students that have excessive absences -Parent cooperation with both attendance and tardy policy	-The school will establish an Attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the schools Attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems - On a daily basis, an Attendance Clerk contacts all parents whose students have an unexcused absence to school. -Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to assure that a letter is sent home to parents outlining the state statute that requires parents to send students to school - When a student reaches 6-10 days of unexcused absences and/or unexcused tardies to school, the administration or identified	School Wide. Administration Faculty	Attendance committed will monitor the attendance data from the targeted group of students	-Comparative analysis from last year's data. - Dropout Data from DOE - Attendance/Tardy data
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Increase our overall attendance rate from 93.8% in 2011-2012 to 97% in 2012-2013	93.8%	97%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	305	275					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	0					
The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%							

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				<p>staff will investigate the reason for the absences and may notify the parents and guardians via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator.</p> <p>- Schools will report to the Department of Safety and Motor Vehicles the names, dates, birth, sex and social security of minors who accumulate 15 unexcused absences in a period of ninety calendar days.</p> <p>- An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist, SRO) communicates with the family to create an Attendance Improvement Plan.</p>			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

End of Attendance Goals

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

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Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check 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. Common school wide rules and expectations need to be enforced by all teachers and staff	1.1. Tier 1 – Support will be implemented to address school-wide expectations and rules. Set through discussions and trainings, staff will implement methods for teaching and reinforcing the school-wide expectations and rules	1.1. PLCs and PLST behavior group	1.1. PLCs will review behavioral data from teachers. PSLT will review data from office of student affairs and PLCs	1.1. Ed connect report, School Info Center report, and teacher data forms collected
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
- The total number of In-School Suspensions will decrease by 10% to go from 272 in 2011 – 2012 to 245 in 2012-2013.	272	245					
- The total number of students receiving In-School Suspension will decrease by 10% to go from 191 in 2011-2012 to 172 in 2012-2013	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	191	172					
- The total number of Out-of-school suspensions (including ATOSS) will decrease by 10% from 392 in 2011-2012 to 353 in 2012-2013	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	392	353					
- The total number of students receiving Out-of-school suspension will decrease from 290 in 2011-2012 to 179 in 2012-2013	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	209	179					
			1.2. Variety of incidents generated throughout the classrooms	1.2. PSLT behavioral team will review data and make recommendations to the PLCs for additional training in classroom management for teachers needs	1.2. PSLT	1.2. PLCs will review behavioral data from teachers. PSLT will review data from office of student affairs and PLCs	1.2. Ed connect disciplinary mainframe
			1.3. Connecting relationship between students and staff for mentoring	1.3. Tier 2: PSLT will engage students in a positive behavioral strategy program	1.3. Guidance, Social Worker, School Psychologist, AP for	1.3. PSLT will review data collected with implemented strategies	1.3. Data review sheets, Ed connect disciplinary mainframe

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		relationships	for students who accrue more than 10 suspension days in one semester	Student Affairs		
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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavioral Support	9-12	MTSS member	School wide	Early Release Days	Monthly data review, PSLT will do weekly monitor of behavioral issues, and provide support to students	Assistant Principals
Classroom Management strategies	9-12	MTSS member	PLCs	Early Release Days	PSLT will support PLCs to design and implement classroom management strategies	PSLT behavioral team

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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1. Finding adults to mentor students Student attendance to meet with the drop out specialist	1.1. Within 9 th grade, identify students who have failed both their English and math classes and have 10 or more absences. These students will meet with our Drop out Prevention Specialist to set up a mentor and weekly or monthly meeting time.	1.1. Drop out Prevention Specialist, AP for Student Affairs, APC	1.1. Monitoring and reporting at weekly Administrator staff meeting	1.1.. Drop out Prevention Specialist Data base	
Enter narrative for the goal	<table border="1"> <tr> <td>2012 Current Dropout Rate:*</td> <td>2013 Expected Dropout Rate:*</td> </tr> </table>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	. Student perception of school			
2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*						

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in this box.				Mentor will help student set behavioral, and academic, attainable goals for the year			
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*		Identify and place students in Career classes and Avid classes			
			1.2.	1.2.The CST/IEP teams will meet at the beginning of the school year to review SWDs to review schedules and Diploma Options of all ESE students. Project and determine which students are on the track to graduate on time and what plan of action can be put in place to prepare others	1.2. ESE specialist, Guidance Counselor, APC	1.2. Clear communication with parents on graduation options and plans for post secondary options	1.2..High School Graduation Rates and Drop Out Rates
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

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End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1. Student Participation	1.1. High School students will engage in a minimum of two semesters of physical education in grades 9-12.	1.1. Principal, Guidance Counselors, APC.	1.1. Checking of student schedules	1.1. Student schedules. Master schedule.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 40% on the Pretest to 43% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	40%	43%					
			1.2. Lack of student participation	1.2. Students will be enrolled in a HOPE class that will provide a minimum of two days a week of an aerobic activity	1.2. APC Guidance Counselors PE teachers	1.2. Through informal walkthrough -Fitness gram results charted for individual students	1.2. Fitness Gram results provided by the county
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Participation in Fitness Gram	9-12	Dept Head	PLC	Early Release Days	Fitness Gram completion rate	PE teachers

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Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. -Money for technology.	1.1 -Key staff members will provide training on software.	1.1. <u>Who</u> Technology Specialist	1.1. PSLT will examine the feedback from walk through reports discussed in Administrative Staff meetings.	1.1. Tech reports provided by Technology Specialist
Continuous Improvement Goal #1: Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*	-Resistance to using technology.	-Key staff members or knowledgeable PLC members will provide hands on training for unfamiliar equipment.	<u>How</u> Check with PLC groups.		2011-2012 Climate and Perception Survey
			-Training to implement this technology.				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology	9-12	Technology Specialist	School wide	Early Release Days	Walk Throughs	Administration Technology Specialist

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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. See Reading Goals 2.1	A.1. See Reading Goals 2.1	A.1. See Reading Goals 2.1	A.1. See Reading Goals 2.1	A.1. See Reading Goals 2.1
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Standard Curriculum students scoring at a Level 4-9 (proficient) on the 2013 FAA will increase from 73% to 76%.	73%	76%					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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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. See Reading ELL Goal	1.1. See Reading ELL Goal	1.1. See Reading ELL Goal	1.1. See Reading ELL Goal	1.1. See Reading ELL Goal
CELLA Goal #C: The percentage of English Language Learning students scoring proficient on the 2013 CELLA will increase from 68% to 71%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 68%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1. See Reading ELL Goal	2.1. See Reading ELL Goal	2.1. See Reading ELL Goal	2.1. See Reading ELL Goal	2.1. See Reading ELL Goal
CELLA Goal #D: The percentage of English Language Learning students scoring proficient in Reading on the 2013 CELLA will increase from 26% to 29%.	<u>2012 Current Percent of Students Proficient in Reading :</u> 26%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of English Language Learning students scoring proficient in Writing on the 2013 CELLA will increase from 48% to 51%.	2012 Current Percent of Students Proficient in Writing : 48%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: The percentage of Standard Curriculum students scoring at a Level 4-9 (proficient) on the 2013 FAA will increase from 80% to 83%.	2012 Current Level of Performance: * 80%	2013 Expected Level of Performance: * 83%	See Algebra EOC Goal 1.1 and 1.2	See Algebra EOC Goal 1.1 and 1.2	See Algebra EOC Goal 1.1 and 1.2	See Algebra EOC Goal 1.1 and 1.2	See Algebra EOC Goal 1.1 and 1.2
			F.2.	F.2.	F.2.	F.2.	F.2.

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		F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Enter narrative for the goal in this box.						
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

NEW 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. See Algebra EOC Goal 1.1 and 1.2	1.1. See Algebra EOC Goal 1.1 and 1.2	1.1. See Algebra EOC Goal 1.1 and 1.2	1.1. See Algebra EOC Goal 1.1 and 1.2	1.1. See Algebra EOC Goal 1.1 and 1.2
Geometry Goal H:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Standard Curriculum students scoring in the upper third (proficient) in Geometry on the 2013	82%	85%					

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EOC will increase from 82% to 85%.							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: The percentage of students scoring in the upper third on the Geometry EOC will increase from 46% to 49%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Algebra EOC Goal 1.1 and 1.2	See Algebra EOC Goal 1.1 and 1.2	See Algebra EOC Goal 1.1 and 1.2	See Algebra EOC Goal 1.1 and 1.2	See Algebra EOC Goal 1.1 and 1.2
	46%	49%					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 3%	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	J.1. Need to provide a school organization structure and procedure for regular and ongoing review of students' IEPs. To address this barrier, the APC will put a system in place for this school year.	J.1. SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. Through the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. Teachers(both individually and in PLC's) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	J.1. Who: Principal, Site Administrator, Assistant Principal How: IEP Progress Reports reviewed by APC.	J.1. Teacher Level: Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART goal. PLC Level: Using the individual teacher data, PLC's calculate the SMART goal data across all classes/courses. PLC's reflect on lesson outcomes and data used to drive future instruction, For each course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level: PLC facilitator/ Subject Area Leader/Department Heads shares with the Problem Solving Leadership Team. Data is used to drive teacher support and student supplemental instruction.	J.1.
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

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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	Strategy Data Check	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1. Lack of understanding of how to implement the Plan-Do-Check with the core curriculum to enhance instruction. -Additional training to implement effective PLC groups. -Teachers at varying levels of knowledge and implementation of Differentiated Instruction and Balanced Literacy.	1.1. <u>Strategy:</u> The purpose behind using PLAN-DO-CHECK lessons is to enhance the understanding of science, students already possess, while strengthening areas of weakness. <u>Action Steps:</u> 1. PLC groups will analyze FCAT data for areas of student strength and weakness. Based on data, PLAN-DO-CHECK lessons will be created to enhance student strengths and boost weaknesses. 2. PLC's write SMART goals based on how students perform on PLAN-DO-CHECK strands For example, 80% of students will score a 90% or better on each instructed strand. 3. In PLC groups, teachers will discuss and share best teaching practices. 4. Teachers will instruct students using balanced literacy and differentiated instructional practices that were discussed in PLC	1.1. <u>Who</u> Principal -APC - Department Head <u>How</u> -PLC groups turn in logs to Science department head and administration; Administration and department head provide feedback accordingly. -Classroom observations/walk-through using the District/School based reading Informal Observation Pop-In form which includes Plan-Do-Check Fidelity Check -Teacher objective, learning target, and/or focus question will be posted in board. -Evidence of objective, learning targets, and/or learning goal noted by	1.1. <u>Teacher Level</u> -During the course of a nine weeks teachers will record the percentage of students passing Plan-Do-Check assessments. This data will be used to conduct nine week progress monitoring -PLAN-DO-CHECK strand assessment data will be recorded on an Excel spreadsheet <u>PLC/Department Level</u> -Data collected is compared student-to-student, class-to-class, course-to-course to improve instruction. - PLC will review achievement progress of assessed strands <u>Leadership Team Level</u> <u>SIP Coordinator</u> Monitors the data to focus the PLC meetings to discuss strategies for a course of action if needed\ <u>1st Grading Period Check</u> Across all science classes, the percentage of science students who received a passing score on the PLAN-DO-CHECK assessments was 66%. <u>2nd Grading Period Check</u>	1.1. <u>2-3x Per Year</u> <u>During Grading Period</u> Plan-Do-Check lessons/assessments
<u>Biology Goal K:</u> The percentage of Standard Curriculum students scoring in the middle or upper third in Biology will increase from 74% to 77%.	2012 Current Level of Performance: * 74%	2013 Expected Level of Performance: * 77%					

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			meetings. 5. Based on PLAN-DO-CHECK assessment data, teachers discuss how students performed on each strand. Teachers then decide what strands need to be re-taught in whole group, small group, or individualized instruction. 7. Teachers use Differentiated Instruction to deliver lessons on PLAN-DO-CHECK strands (remediation and enrichment). 8. Student/Class progress is recorded in PLC logs.	administration on informal/formal evaluation form. -Fidelity of targets and goals will be discussed during department head meetings and PLC meetings. <u>1st Grading Period Check</u> Out of 153 walkthroughs, evidence of PLAN-DO-CHECK was seen 79 times. -Out of the 79 PLAN-DO-CHECK observations, 29 were emerging and 50 were operational <u>2nd Grading Period Check</u> Out of 120 walkthroughs, evidence of PLAN-DO-CHECK was seen 100 times. -Out of the 100 PLAN-DO-CHECK observations, 15 were emerging and 85 were operational <u>3rd Grading Period Check</u>	<u>3rd Grading Period Check</u>	
		1.2. -Not all teachers of the same course give the same common assessment at the end of the instructional cycle. -Lack of common	1.2. <u>Strategy</u> Students' comprehension of course content/standards increases through teacher's use of data to inform	1.2. <u>Who</u> - Principal - APC - Science Dept Head <u>How</u>	1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.	1.2. <u>During Grading Period</u> Common assessments (pre, post, mid, section, end of unit)

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		<p>planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p><u>Action Steps:</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, “What do we want students to learn?” (EET Rubric 1e, 4d) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, “How do we know if they have learned it?” -PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.) (EET Rubric 1c, 4d) -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings -PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their</p>	<p>-PLC groups turn in logs to Science department head and administration; Administration and department head provide feedback accordingly. -Classroom observations/walk-through using the District/School based reading Informal Observation Pop-In form -Teacher objective, learning target, and/or focus question will be posted in board. -Evidence of objective, learning targets, and/or learning goal noted by administration on informal/formal evaluation form. -Fidelity of targets and goals will be discussed during department head meetings and PLC meetings.</p> <p><u>1st Grading Period Check</u> EET informal observations 1st 9 weeks To date, 92% informal observations were at operation/highly functional level</p>	<p>-Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards the SMART Goal.</p> <p><u>PLC/Department Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. - For each class/course, PLCs chart their overall progress towards the SMART Goal. -After each assessment, PLCs will ask the following questions: 1. How are we using data to inform our instruction? 2. What barriers to implementation are we facing and how will we address them? 3. To what degree are we making progress towards our SMART goal? 4. Are there skills that need to be re-taught in a whole lesson to the entire class? 5. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught to targeted students? 7. How do we report and share our results with the Leadership Team</p> <p><u>Leadership Team Level</u> PLC facilitator/ Department Heads shares data with the Problem Solving Leadership</p>	
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			<p>PLC meetings. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d) -Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d) -Based on the data, teachers discuss Differentiated Instruction strategies that were effective. (EET Rubric 4a, 4d) -Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c) -PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills. -PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>	<p><u>2nd Grading Period Check</u> EET informal observations 1st 9 weeks To date, 96% informal observations were at operation/highly functional level</p> <p><u>3rd Grading Period Check</u></p>	<p>Team. -Data will be used to plan for future supplemental instruction.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	
	1.3.	1.3. <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in regular	1.3. <u>Who</u> -Principal -APC -Department Heads -Peer Evaluators <u>How</u>	1.3. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their	1.3. <u>During the Grading Period</u> - Common core curriculum assessments (pre, post, mid, section, end of unit) -Projects	

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			<p>Checks for Understanding during and at the close of the lesson. (EET Rubric 3b and 3e)</p> <p><u>Action Steps</u></p> <p>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>- With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). (EET Rubric 1a, 3b, 4d)</p> <p>-With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson</p>	<p>-PLC logs turned into administration.</p> <p>Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-Administration walkthroughs where students are asked to explain what they are learning.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course.</p> <p>-Teachers chart their students' individual progress towards mastery.</p> <p><u>PLC Level</u></p> <p>-PLCs calculate the average unit assessment score for all their students across the PLC per class/course.</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-Data is used to identify effective communication with student strategies for future lessons.</p> <p><u>Leadership Team Level</u></p> <p>-Leadership Team determines what specific data will be reported to the Leadership Team.</p> <p>-Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-PLC facilitator shares data with the Problem Solving Leadership Team.</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p> <p><u>SIP Coordinator</u></p> <p>Monitors the data to focus the PLC meetings to discuss</p>	
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					strategies for a course of action if needed\	
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. -Teachers are at varying levels of skill and knowledge of Costa's levels of questioning. - PLC's lack of focus on higher order thinking skills. -Administrators are at varying levels of indentifying higher order questioning. -Not all teachers involve students in leading discussions.	2.1. <u>Strategy:</u> Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques/Costa's higher order to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b) <u>Action Steps:</u> -AVID instructors provide staff development in faculty/PLC/site team meetings in the appropriate use of Costas questioning techniques. -PLCs collaborate with AVID site teams to enhance their skill level using student Costas questioning techniques -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned	2.1. <u>Who</u> -Principal -APC -Department Heads -Peer Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Administration walkthroughs where students are asked to explain what they are learning. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	2.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. <u>PLC/Department Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective higher order activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains a school-wide data system to track student	2.1.
Biology Goal L:	<u>2012 Current Level of Performance:*</u> 43%	<u>2013 Expected Level of Performance:*</u> 46%				
The percentage of Standard Curriculum students scoring in the upper third in Biology will increase from 43% to 46%.						

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				<p>it?" (EET Rubric 1f, 4d) -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d) -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d) -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e) -Students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b) -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c) -At the end of the unit, teachers administer the common assessment. -Teachers bring their</p>	<p><i>1st Grading Period Check</i></p> <p><i>2nd Grading Period Check</i></p> <p><i>3rd Grading Period Check</i></p>	<p>progress. -PLC facilitator shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p> <p><i>1st Grading Period Check</i></p> <p><i>2nd Grading Period Check</i></p> <p><i>3rd Grading Period Check</i></p>	
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				<p>common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e) -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			2.1. Teaching new curriculum	2.1. Strategy: The purpose of this strategy is to strengthen the writing skills of high level ninth grade students, and prepare them for the rigor of future Advanced Placement courses. Writing samples will be inputted into turnitin.com to check for	2.1. Who Principal APC Department Head Teacher How Students turn in completed essays for their graded portfolio. Essays will be submitted into turnitin.com for authenticity.	2.1. Teacher Level -Provide writing assignments for assessment -maintain student folders to monitor continuous progress PLC/Department Level -PLC’s-Review on monthly writing assessments and discussions of writing rubrics -PLC share best practices for	2.1. 2-3x Per Year Student graded essays Peer editing of student essays During Grading Period
<u>Writing Goal M:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of All Curriculum students scoring a Level 4 or higher on the 2013 FAA Writing will	87%	90%					

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<p>increase from 87% to 90%.</p>				<p>authenticity.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> - Identify high level ninth grade students according to previous FCAT results - Require targeted students to take one semester of an Advanced Placement Level writing course 4. Maintain Writing folders to monitor continuous progress 5. Daily writing journals 6. Group evaluation and Peer editing 	<p><u>1st Grading Period Check</u> 89% of the students received a 80%or better on their graded portfolio</p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>writing instruction</p> <p><u>Leadership Team Level</u></p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	
	<p>2.2</p> <p>New teachers may not have FCAT writing training</p> <p>Teachers lack sufficient time to score students' papers</p>	<p>2.2</p> <p><u>Strategy:</u></p> <p>Students' writing skills will improve through participation of best practices for teaching writing. Best practices include PLC discussions, differentiated instruction, and holistic scoring methods.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> 7. Continue grade-level/course PLC's to support teachers. 8. Writing assignments in accordance with formative and summative schedule provided 	<p>2.2</p> <p><u>Who</u></p> <p>Classroom teachers DH/ADH Administrator</p> <p><u>How</u></p> <p>Classroom walkthroughs by Administration and DHs with feedback given to teachers.</p> <p>Springboard walkthroughs using Observation forms</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period</u></p>	<p>2.2</p> <p><u>Teacher Level</u></p> <p>-Provide writing assignments for assessment</p> <p>-maintain student folders to monitor continuous progress</p> <p><u>PLC/Department Level</u></p> <p>-PLC's-Review on monthly writing assessments and discussions of writing rubrics</p> <p>-PLC share best practices for writing instruction</p> <p><u>Leadership Team Level</u></p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>2.2</p> <p><u>2-3x Per Year</u></p> <p>Student graded essays</p> <p>Peer editing of student essays</p> <p><u>During Grading Period</u></p> <p>Student journal writing, draft writing, bellwork writing exercises</p>		

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			9. by the county Maintain Writing folders to monitor continuous progress 10. Daily writing journals 11. Group evaluation and Peer editing	Check 3 rd Grading Period Check		
		M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
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.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	9-12	SALs	Science, math, ELA and technology teachers PLC's	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<u>CTE Goal #1:</u> Sustain/increase the number of Career Technical Student Organization chapters and student membership.	1.1.	1.1. Increase student participation in CTSO competitions/events.	1.1. CTE teachers	1.1. Aggregate and analyze the data every quarter to develop next steps.	1.1. Log of number of CTSO events. Log of number of students who attend CTSO events.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Establishing or growing a CTSO	9-12	District	CTE teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

End of CTE Goal(s)

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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		
<input type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input type="checkbox"/> 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
Parent Involvement	Edline membership for teachers to inform parents of up to date grades. This is reflected in Strategies	1500.00	
Reading Goal	Gift cards for students that participate in the Reading Counts Program Vendors include – Walmart, Taco Bell, Chick fil a, McDonalds	2000.00	
Reading Goal	Food Snacks for students participating in the FCAT boot camp program	600.00	
SIP Coordinator	Monitors fidelity check, Provides feedback of fidelity check to PLCs to focus the meetings to specific needs.	1103.00	
Final Amount Spent			5203.00

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