

Florida Department of Education



School Improvement Plan (SIP)

Hillsborough HS

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Hillsborough High School	District Name: Hillsborough School District
Principal: Dr. William Orr	Superintendent: Mrs. Mary Ellen Elia
SAC Chair: Marian Manganello	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	William Orr	BA, M.Ed, Ed.D	9	28	11/12 Pending 10/11 B: AYP 77% 9/10 A: AYP 77% 08/09 C: AYP 69%
Assistant Principal	Stephanie Davis	BA, M.Ed	4	8	11/12 Pending 10/11 B: AYP 77% 9/10 A: AYP 77% 08/09 C: AYP 69%
Assistant Principal	Trisha Fitzgerald	BA M. Ed	1.5	5.5	11/12 Pending 10/11 B: AYP 77% 9/10 A: AYP 77% 08/09 C: AYP 69%

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Assistant Principal	Tempress Solomon	BA, MS	9	15	11/12 Pending 10/11 B: AYP 77% 9/10 A: AYP 77% 08/09 C: AYP 69%
Assistant Principal	Darryl Givens	BA, M.Ed	9	12	11/12 Pending 10/11 B: AYP 77% 9/10 A: AYP 77% 08/09 C: AYP 69%
Assistant Principal	Jeremy Klein	BA, M.Ed	.5	.5	11/12 Pending 10/11 B: AYP 77% 9/10 A: AYP 77% 08/09 C: AYP 69%
Assistant Principal	Melvin Williams	BA, M.Ed	.5	4	11/12 Pending 10/11 B: AYP 77% 9/10 A: AYP 77% 08/09 C: AYP 69%

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

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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	Shelley Stewart	BA Elementary Ed. MA Reading M.Ed. Ed. Leadership	7	7	11/12 Pending 10/11 B: High Standards 53% 09/10 B: High Standards 49% 08/09 C: High Standards 49%
Reading Coach ELL	Shelly Kress	BA English M. Ed English ESOL Endorsement	7	7	11/12 Pending 10/11 B: High Standards 53% 09/10 B: High Standards 49% 08/09 C: High Standards 49%
Writing Coach	Lou Rowland	BA English M. Ed English	26	2	11/12 Pending 10/11 B: High Standards 75%

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. District Mentor Program	District Mentors	ongoing	

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3. District Peer Program	District Peers	ongoing	
4. School-based teacher recognition system	Principal	ongoing	
5. Opportunities for teacher leadership	Principal	ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>Teachers</p> <ul style="list-style-type: none"> • 7 Not Highly Qualified and Out-of-Field • 5 Highly Qualified and Out-of-Field 	<p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

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

Additional Requirements

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A</p> <p>Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant</p>
<p>Title I, Part D</p>
<p>Title II</p>
<p>Title III</p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.</p>
<p>Title X- Homeless</p> <p>The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>

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Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

The RtI team includes: guidance counselors, social worker, school psychologist, principal, assistant principals, VE Liason, attendance specialist, reading specialist, parents, and a team of teachers who work directly with identified students who need service and support. The team is

headed by Assistant Principal Tempress Solomon, and she is assisted by guidance department chair Athena Dicus and department chair Martha Carson.

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 RtI team meets to discuss students who have been identified as meeting at-risk criteria, or who have been referred by teachers. The guidance counselors oversee the implementation of interventions for students. The team members and parents are consulted for interventions that will best accommodate those students who move beyond Tier 1. This meeting takes place during an initial RtI conference for the particular student. The counselors are responsible for overseeing the collection of data from teachers, and the counselors, social worker, and school psychologist chart and review the data. A Problem-Solving Worksheet (PSW) is established for students who are at the Tier 2 and/or Tier 3 levels. The school psychologist and social worker manage and oversee the PSW. Based on the student information and data collected, the team determines the intervention effectiveness and will recommend changes to interventions if necessary. The over-all goal is to help at-risk students to be successful.

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 leadership team provides feedback on RtI processes and interventions as directly related to the main school improvement goals of meeting FCAT standards, discipline expectations, and academic success. This feedback will be used to assess whether we are on target for meeting the goals we set forth in the SIP. The team will monitor student data and effectiveness of the strategies developed and implemented in problem solving plans by reviewing data outcomes gathered in PLC's each nine week grading period. The team will also determine that strategies are fully integrated and effectively and consistently implemented to show significant positive effect on student achievement. During the 2011-12 school year, Tier 3 students benefitted from the services of after-school tutorials and special assistance from the guidance department in the second semester.

MTSS Implementation

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

The intervention team utilizes an RtI chart, including risk factors and interventions for Tier 1, Tier 2, and Tier 3. The interventions were created after consulting the faculty and members of the team. The school computer programs HCPS, SILK, and Sagebrush, are used to extrapolate, identify, and organize data about students who meet risk factors. Teacher referral forms are used to identify students who meet other risk factors. To monitor and track data, formalized Student At-Risk Identification Sheets, Intervention Tracking Forms, Teacher Referral Forms, Teacher Input Sheets, and Behavior Frequency Reports are used. The information on the forms includes student information, description of concerns, parent/teacher contact, conferences held, identified interventions for Tier 1, Tier 2, and Tier 3, persons responsible for the interventions, PSW information and data review, and recommendations to intervention to effectiveness and modifications.

Describe the plan to train staff on MTSS.

Faculty meetings were held during the 2012-2013 school year to introduce teachers to the RtI model. Faculty meetings will be held during the 2012-2013 school year to train teachers to use all forms that are used for the process as well as provide instruction about team member roles, PLC guidelines, and student referral expectations. An RTI facilitator will meet with the RTI Team to review the progress and implementation of RTI and provide on-site coaching and support.

Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. William Orr, Principal

Stephanie Davis, APC

Shelly Kress, ELL Specialist

Shelley Stewart, Reading Coach

John Vecellio, Math teacher

Lou Rowland, Writing Resource

Sylvia Sarrett, English teacher

Dr. Andrew Burgess, Science teacher

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

Members of the literacy leadership team meet with subject area and specialty (ie. AP, 9th grade, 10th grade) PLCs on a monthly basis to support teachers in the implementation of schoolwide literacy goals and to analyze student data relating to literacy in order to implement appropriate and effective interventions.

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

Two major initiatives of the LLT are the implementation of schoolwide Reading Across the Curriculum (RAC) and Writing Across the Curriculum (WAC) programs with a focus on preparing students for FCAT 2.0 reading and FCAT writing. For the RAC initiative, all teachers, in all content areas, are to provide reading practice no less than 2x a month. At least one monthly practice must be evaluated. This data will be shared at monthly PLC meetings to target areas of needed reading intervention. For the WAC initiative, all teachers, in all content areas, are to provide writing practice no less than 1x a month. This writing practice will be evaluated by the Writing Coaches, with a baseline established and progress monitored for each student. This data will be shared at PLC meetings to target areas of needed writing intervention.

In a push to increase the learning gains of higher achieving (level 4 and 5 students), students in certain classes, such as, Semantics and Logic, Honors and AP English 3 and 4, and in all history classes will be encouraged and motivated to use the SAT on-line preparation course available to all HHS students.

Another major initiative is a focus on the literacy of ELL students. We are incorporating the Rosetta Stone English language learning program as an integral part of our ESL curriculum. ESL teachers will take their students weekly to computer labs to use this program; student progress will be tracked. Additionally, we will facilitate the strengthening of native language literacy skills (for Spanish speakers) by scheduling ESL students into Heritage language Spanish classes and AP Spanish classes while building their emerging literacy skills in English.

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 by the reading coach at each school site. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year. The reading

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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 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 on 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. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

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

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

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

***High Schools Only**

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

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

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

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?

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

On an annual basis, HHS 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](#).

The guidance department at HHS provides the following college readiness activities to assist students in being prepared for college admission and a successful transition to the college and/or university experience:

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1.</p>	<p>1.1.</p> <p>Literacy Rocks PLC 2xmonth</p> <p>Higher order thinking and t</p> <p>ext dependent questions</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Reading Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>1.2.</p> <p>Teachers not implementing Core Curriculum with fidelity.</p>	<p>1.2.</p> <p>Students' reading, writing, language, and listening/ speaking skills will improve through the implementation of Core Curriculum. The reading coach supports reading teachers through teacher/ student data chats.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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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		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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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 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>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	3.1.	3.1.	3.1.	3.1.	3.1.		
<p><u>Reading Goal #3:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p><u>Reading Goal #4:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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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>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Reading Goal #5A:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		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		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		

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<p><u>Reading Goal #5B:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<p><u>Reading Goal #5C:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	—	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Mathematics Goal #1:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		

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<p><u>Mathematics Goal #2:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>		
<p><u>Mathematics Goal #3:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.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 mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		

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<p><u>Mathematics Goal #4:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Math Goal #5:</u></p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Mathematics Goal #5A:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		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		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		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		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<p><u>Mathematics Goal #5C:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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

End of Elementary or Middle School Mathematics 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						

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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>Alg1. Students scoring proficient in Algebra (Levels 3-5).</p>	<p>1.1. - Students not appropriately identified - Lack of course offerings</p>	<p>1.1. Students math skills will improve through scheduling students in the appropriate level classes (honors/AP/IB/dual-enrollment classes)</p>	<p>1.1 <u>Who</u> APC Math <u>How Monitored</u> - SILK Reports</p>	<p>1.1. APC reviews SILK, District baseline and mid-year assessments, semester exams and Instructional Planning Tool Data</p>	<p>1.1. Semester Exams District baseline and mid-year assessments</p>		

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<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 15% to 32%.							
	18%	25%					

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		<p>1.2.</p> <ul style="list-style-type: none"> -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS 	<p>1.2.</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and 	<p>1.2.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - Principal -Math DH -Math Coach <p><u>How Monitored</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing this strategy. 	<p>1.2.</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.2.</p> <p><u>2x per year</u></p> <ul style="list-style-type: none"> District Baseline and Mid-Year Testing - <u>Semester Exams</u> - <u>During the Grading Period</u> -Chapter/Unit Tests -Benchmark mini assessments 	
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			hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
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		<p>1.3.</p> <ul style="list-style-type: none"> -Students not receiving academic support outside of math classroom instruction. -Lack pre-requisite skills 	<p>1.3.</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through providing a <u>supplemental math class</u>.</p> <p>—</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -Identify students in lowest quartile and/or Level 1. -Middle ONLY - Schedule students into appropriate intensive math course. -High ONLY – Identify students who performed Level 1 or 2 for Algebra EOC to be scheduled for Liberal Arts. -High ONLY – Identify students who have not passed FCAT for Intensive Math 2. -Utilize online tutorials and practice within these classes. -Utilize Florida Achieves. 	<p>1.3.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - APCs - Guidance Counselors - Math Teachers <p><u>How Monitored</u></p> <ul style="list-style-type: none"> - SILK Reports 	<p>1.3.</p> <p>APC reviews SILK, District-level baseline and midyear assessments, semester exams and Instructional Planning Tool Data</p>	<p>1.3.</p> <ul style="list-style-type: none"> - SILK - Formative Tests - Semester Exams -Unit Tests -On-line resources reports 	
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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		

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<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	<p>2.1. Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p>	<p>2.1. <u>Strategy/Task</u> Students math achievement improves through frequent participation in <u>higher order questions/discussion activities</u> to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. <u>Actions/Details</u> <i>Within PLCs</i> -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for</p>	<p>2.1. <u>Who</u> -Principal -Math DH/SAL -Math Coach <u>How Monitored</u> -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>2.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>2.1. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)</p>		
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	<p>upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p> <p><u>During the lessons.</u> <u>teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p> <p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p>					
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		<p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/ content.</p> <p>-Allow students to “unpack their thinking” by describing how they arrive at an answer.</p> <p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or multiple approaches.</p>					
<p><u>Algebra Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 1% to 15%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	1%	15%					
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		<p>2.2.</p> <ul style="list-style-type: none"> -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS 	<p>2.2.</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and 	<p>2.2.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - Principal -Math DH -Math Coach <p><u>How Monitored</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing this strategy. 	<p>2.2</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of</p>	<p>2.2.</p> <p><u>2x per year</u></p> <ul style="list-style-type: none"> District Baseline and Mid-Year Testing - <u>Semester Exams</u> - <u>During the Grading Period</u> -Chapter/Unit Tests -Benchmark mini assessments 	
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			hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
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		<p>2.3</p> <p>-Students not receiving academic support outside of math classroom instruction.</p> <p>-Lack pre-requisite skills</p>	<p>2.3</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through providing a <u>supplemental math class</u>.</p> <p><u>Action Steps</u></p> <p>-Identify students in lowest quartile and/or Level 1.</p> <p>-Middle ONLY - Schedule students into appropriate intensive math course.</p> <p>-High ONLY – Identify students who performed Level 1 or 2 for Algebra EOC to be scheduled for Liberal Arts.</p> <p>-High ONLY – Identify students who have not passed FCAT for Intensive Math 2.</p> <p>-Utilize online tutorials and practice within these classes.</p> <p>-Utilize Florida Achieves.</p>	<p>2.3</p> <p><u>Who</u></p> <p>- APCs</p> <p>- Guidance Counselors</p> <p>- Math Teachers</p> <p><u>How Monitored</u></p> <p>- SILK Reports</p>	<p>2.3.</p> <p>APC reviews SILK, District-level baseline and midyear assessments, semester exams and Instructional Planning Tool Data</p>	<p>2.3</p> <p>- SILK</p> <p>- Formative Tests</p> <p>- Semester Exams</p> <p>-Unit Tests</p> <p>-On-line resources reports</p>	
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End of Algebra EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	9-12	-Math Contact & Grade Level PLC Facilitator	Math Departmental PLCs	PLC Meetings once a month	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Instructional Materials and Technology for CCSS	9-12	-Math SAL/ Coach -Math Contact & Grade Level PLC Facilitator	Math Teachers	PLC Meetings once a month	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Math End of Course Assessments	Algebra	-Math SAL/ Coach -APC	Algebra and Geometry Teachers	Prior to the administration of the test	EOC testing	APC
Analyzing first semester exams	Geometry Algebra Geometry	Math DH -Math Coach	Algebra and Geometry Teachers	After the administration of the test	PLC logs	APC

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	2.1.	2.1.	2.1.	2.1.	2.1.	2.1.					
<p><u>Science Goal #2:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>									

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

Science Professional Development

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

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

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

Writing/Language Arts Goals

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		

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1 Teachers lack understanding of the FCAT 2.0 Writing Assessment and Scoring Rubric.</p> <p>-Teachers new to Language Arts may not have FCAT training.</p> <p>-Subject area teachers do not have confidence using holistic scoring methods.</p> <p>-Teachers lack sufficient time to score student papers and provide constructive feedback.</p> <p>-Teachers lack common planning time to meet in PLCs to discuss common deficiencies in student writing.</p>	<p>1.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through participation of best practices for teaching writing. Best practices include PLC instructional calendars, differentiated instruction, and effective holistic scoring methods.</p> <p>Action Steps:</p> <p>1. As a Professional Development activity, teachers new to the profession and/or content area are required to attend district</p>	<p>1.1 Principal APC Writing Leadership Team LA SAL LA PLCs</p>	<p>1.1 Writing Coaches will work with PLCs to identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.</p> <p>PLCs – Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1 Student monthly in-class, timed writing, student daily drafts, conferencing notes, student writing portfolios</p>	
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		<p>level trainings.</p> <p>2. As a Professional Development activity, teachers will participate in assessment and rubric refresher courses and practice scoring within PLCs.</p> <p>3. As a Professional Development activity, Language Arts SAL/DH and grade level (PLC) chairs will facilitate advanced scoring sessions.</p> <p>4. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine weeks, 50% of the students will score 4.0 or above on the monthly</p>		<p>PLCs will participate in rubric- norming sessions to identify teacher barriers impeding effective holistic scoring.</p>			
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		<p>formative writing prompt.)</p> <p>5. As a Professional Development activity, PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors.</p> <p>6. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead.</p> <p>7. Teachers implement the ideas based on</p>					
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	<p>specific student needs.</p> <p>8. As a Professional Development activity, PLCs examine student conference notes, daily drafts, and monthly demand writes and adjust the monthly writing menu of teaching points and share ideas to grow students.</p> <p>9. PLCs review nine-week data, set a new goal for the following nine weeks.</p> <p>10. PLCs record their work in the PLC logs.</p>						
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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 9-10, the percentage of AYP for All Curriculum (AC) students scoring a Level 3 or higher on FCAT Writing will increase from 81% to 84%.	81%	84%					

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		<p>1.2. Limited writing opportunities (Content Area/Cross Curricular)</p>	<p>1.2. Strategy: Hold high achievement writing targets for each student in each class.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Discuss writing best practice in PLC. 2. Develop common writing standards within each discipline. 3. Evaluate students using a commonly-developed rubric. 	<p>1.2. APC Writing Coach PLCs.</p>	<p>1.2. Writing Coach will monitor and address writing needs of ninth-and tenth-grade classes in subject areas.</p> <p>APC and Writing Coach will train PLCs in expectations, holistic scoring, and FCAT 2.0 Scoring Rubric.</p> <p>PLCs will determine opportunities for writing within the curriculum.</p>	<p>1.2. Teachers and Writing Coach will monitor student progress by charting writing scores throughout the year.</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional

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**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
SpringBoard Writing Workshop training for current English teachers	9-10	Writing Coach	Ninth- and tenth-grade English PLCs	Within the first nine weeks and follow-up review in January.	English Department Head and Writing Leadership Team will visit PLC to view data from writing workshops and rubrics.	English Department Head and Writing Leadership Team.
Writing Rubric training for teachers who are NOT English instructors. Teachers will develop and implement instructions and rubrics for their content areas.	9-12	Writing Coach	School-wide training for non-English teachers. Training will be conducted in mini-PLCs.	Within the first nine weeks and follow-up review in January.	English Department Head and Writing Leadership Team will visit PLC to view data from writing workshops and rubrics.	English Department Head and Writing Leadership Team.

End of Writing Goals

Attendance Goal(s)

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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	Strategy Data Check	Student Evaluation Tool		
1. Attendance	1.1. Underage students from transient families are not adequately attending school due to personal and home issues, which impact school attendance.	1.1. Routine home visits by social workers and truancy officer. -Perfect Attendance Plan -SAO Consultation -5 day, 10 day absent letter of notification mailed to family. -Referral to other educational options.	1.1. The attendance review committee will monitor attendance trends 2-3 times monthly.	1.1. Administration and Problem Solving Leadership Team will examine data monthly.	1.1. Instructional Planning Tool Attendance/Tardy data in EASI/ Ed Connect.		

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Attendance Goal #1:	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Attendance Rate:*</u>	<u>Attendance Rate:*</u>					
1. The attendance rate will increase from 92% in 2011-2012 to 96% in 2012-2013.							
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 9%.							
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 100%.							
	92%	96%					
	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u> <u>(10 or more)</u>					

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	536	509					
	<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>					
	2	0					
		<p>1.2. Overage students have increase of absenteeism due to work-related issues.</p>	<p>1.2. Routine home visits by social worker and truancy officer.</p> <p>-Perfect Attendance Plan</p> <p>-SAO Consultation</p> <p>-5 day, 10 day absent letter of notification mailed to family.</p> <p>-Referral to other educational options.</p>	<p>1.2.</p> <p>The attendance review committee will monitor attendance trends 2-3 times monthly.</p>	<p>1.2.</p> <p>Administration and Problem Solving Leadership Team will examine data monthly.</p>	<p>1.2.</p> <p>Instructional Planning Tool Attendance/Tardy data in EASI/ Ed Connect.</p>	
		<p>1.3.</p> <p>Lack of consistency in staff updating attendance in EASI.</p>	<p>1.3.</p> <p>All teachers will post their attendance to EASI by the end of the day to help monitor attendance.</p>	<p>1.3.</p> <p>SAO Office follow up.</p>	<p>1.3.</p> <p>Daily check for attendance update in EASI,</p>	<p>1.3.</p> <p>Instructional Planning Tool Attendance/Tardy data in EASI/ Ed Connect.</p>	

Professional Development (PD) aligned with Strategies through Professional

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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
EASI/Ed Connect Training	9-12	APSA	School-wide	Pre-planning and then as needed	Daily check of attendance postings.	APSA

End of Attendance Goals

Suspension Goal(s)

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

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<p>1. Suspension</p>	<p>1.1 There needs to be common school-wide expectations and rules/procedures for appropriate s classroom/school behavior.</p>	<p>1.1. PSLT will assign a subgroup to review school-wide expectations and rules, discuss with teachers and staff in committee or through surveys, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.</p> <p>-Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.</p> <p>-Where needed, administration conducts individual teacher walk-through data chats.</p>	<p>1.1. The PSLT and Administration will monitor on a 4-8 times monthly.</p>	<p>1.1. Administration and Problem Solving Leadership Team will examine data monthly.</p>	<p>1.1. EASI and suspension data cross-referenced with mainframe discipline data.</p>		
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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
<p>2013. The total number of ISS will decrease by 9% in 2012-2013.</p>							
<p>2. The total number of students who receive ISS will decrease by 9% in 2012-2013.</p>							
<p>2013. The total number of OSS will decrease by 9% in 2012-2013.</p>							
<p>2013. The total number of students who receive OSS will decrease by 9% in 2012-2013.</p>							
	1756	1668					

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	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In-School</u>					
	742	704					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	1120	1064					
	<u>2012 Total Number of Students Suspended</u> <u>Out-of-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	1407	531					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Please note that each Strategy does not require a professional development or
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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
Building Relationships Training	9-12	APSA/APC	School-wide	Pre-planning and then as needed.	Weekly check of discipline referrals.	APSA/APC
Teach Like a Champion Hints	9-12	APSA/APC	School-wide	As needed	Weekly check of discipline referrals.	

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		

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<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>1.1. Having the commitment of the instructional staff and students.</p>	<p>1.1. Identify and place students in AVID and IMPACT classes.</p>	<p>1.1. AVID coordinator and guidance counselor with referrals from AVID team.</p>	<p>1.1. Enrollment counts in classes.</p>	<p>1.1. Class sizes in AVID and IMPACT.</p>		
<p>1. The dropout rate will decrease from 0.2 for the 2011-2012 school year to 0.1 for the 2012-2013 school year.</p> <p>2. The graduation rate will increase by 2.9% for the 2012-2013 school year.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p>0.2</p>	<p>0.1</p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p>89.1%</p>	<p>93%</p>					

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		1.2. Guidance checks must be conducted on a regular basis.	1.2. Enrolling students in credit recovery, night school, career and technical schools and Hillsborough and FL Virtual.	1.2. Student progress in promoting with needed credits	1.2. Quarterly reviews of progress.	1.2. Retention lists and transcripts.	
		1.3. Identify 9th graders, each nine weeks who have failed both their language arts and math classes and have 10 or more days of absence. Create a data base of these students to connect them to support monitoring systems in place (ELP; counseling, SLC mentoring). Monitor this target group's progress/ brainstorming strategies and options for success.	1.3. Progress monitoring checks.	1.3. Guidance counselors And SAO.	1.3. 9 weeks checks	1.3. GPA and grade reports	

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.

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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
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End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
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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<p>1. Parent Involvement</p> <p><u>Parent Involvement Goal #1:</u></p>	<p>1.1. Parents not receiving/reading school communication.</p>	<p>1.1. Increase the number of school communications and phone calls. Involve the community in communicating information as well. For example, churches, recreation parks etc.</p>	<p>1.1. APC, parent liason rep.,and teachers.</p>	<p>1.1. Number of parents at school event.</p>	<p>1.1. Surveys and sign in sheets.</p>		
<p>Increase the percentage of parent involvement schoolwide and increase parent and school communication.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p>30%</p>	<p>40%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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

Parent Involvement Professional Development

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

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

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

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>1. Health and Fitness Goal</p>	<p>1.1.</p>	<p>1.1 High School Students Will engage in the equivalent of one class period per day of physical education for one year in high school to fill the graduation requirement.</p>	<p>1.1 APC</p>	<p>1.1 Checking Student Schedule</p>	<p>1.1.</p>		

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<u>Health and Fitness Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>During the 2012-2013 school year, The number of students scoring in the “Healthy Fitness Zone”(HFZ) on the Pacer for assessing aerobic Capacity and cardiovascular health will increase from <u>10%</u> on the pretest to <u>20%</u> on the Posttest.</p>							
		1.2.	1.2. Health and physical activity initiatives developed by the Principal’s Designee.	1.2. Principal’s designee.	1.2. Data on the number of students Scoring in the Healthy Fitness Zone (HFZ).	1.2. Pacer test component of the FITNESSGRAM PACERfor assessing cardiovascular health.	
		1.3.	1.3. Five Physical Education classes per week for a minimum on one year with a certified physical education instructor.	1.3. Physical Education Teacher	1.3. Classroom walk-throughs Class Schedule	1.3. Pacer test component of the FITNESSGRAM PACERfor assessing cardiovascular health.	

Health and Fitness Goals Professional Development

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

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

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

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>1. Continuous Improvement Goal</p>	<p>1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.</p>	<p>1.1. The leadership team will become trained on the use of the PLC “Unit of Instruction” log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.</p>	<p>1.1. <u>Who</u> Principal Leadership Team Subject Area Leaders PLC facilitators</p>	<p>1.1. “Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	<p>1.1. PLC Survey materials from Teams to Teach (Anne Jolly)</p>		
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<p><u>Continuous Improvement Goal #1:</u></p> <p>The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)” will increase from in 2012 to in 2013.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

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		1.2. -Not enough time to meet in PLCs.	1.2. Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2. <u>Who</u> Leadership team <u>How</u> Leadership team aggregates the data	1.2. “Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.2. PLC Survey materials from Teams to Teach (Anne Jolly)	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

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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
PLCs Plan-Do-Check-Act Model	Leadership Team	Leadership Team	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs. walk-throughs	Administrator and leadership team attendance at PLC meetings PLC Survey data	Leadership Team
	All teachers	Subject Area Leaders PLC Facilitators				

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

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

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		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		

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<p><u>Reading Goal B:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

<p>CELLA Goals</p>	<p>Problem-Solving Process to Increase Language Acquisition</p>					
<p>Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>C. Students scoring proficient in Listening/Speaking.</p>	<p>1.1. Students who have been in the United States for less than three years, especially new arrivals.</p>	<p>1.1. We will target these students for enhanced listening/speaking tutorials and one-on-one language instruction.</p>	<p>1.1. The ELL Specialist will identify these students and create a schedule for the enhanced language tutorials, selecting appropriate materials and monitoring the implementation.</p>	<p>1.1. All current and recently exited (less than 1 year) students are evaluated/re-evaluated yearly in Listening/Speaking on the CELLA. We will determine the percentage of students proficient for 2012-13 in Listening/Speaking and compare to 2011-12 percentages.</p>	<p>1.1. The Listening/Speaking portion of the CELLA given annually to all ELL and recently exited ELL students.</p>	
<p><u>CELLA Goal #C:</u> Our goal is to raise the percentage of ESOL students proficient in Listening/Speaking as measured by the CELLA test 51% to 54%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>51%</p>					

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		1.2. Students who have been in the United States for less than three years, especially new arrivals.	1.2. We will utilize language programs such as Rosetta Stone, Tell Me More, and Side by Side that focus on listening/speaking and allow students to work at their own pace and level.	1.2. The ELL Specialist will provide students and teachers with access to computer software for language programs, monitoring the use of and progress made on these programs.	1.2. All current and recently exited (less than 1 year) students are evaluated/re-evaluated yearly in Listening/Speaking on the CELLA. We will determine the percentage of students proficient for 2012-13 in Listening/Speaking and compare to 2011-12 percentages.	1.2. The Listening/Speaking portion of the CELLA given annually to all ELL and recently exited ELL students.
		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	

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<p>D. Students scoring proficient in Reading.</p>	<p>2.1. Students who have been in the United States for less than three years, especially new arrivals.</p>	<p>2.1. These students are placed in Developmental Language Arts classes which develop all areas of the English language, including reading, allowing students to gain literacy skills by weaving English literacy into the literacy they already have in their home language incrementally and based on the Natural Approach of language learning and other Second Language Acquisition theories. Additionally, we will engage these students in targeted reading tutorials at their language level, including the use of language programs such as Rosetta Stone, Tell Me More, and Side by Side that focus on language skills including reading and allow students to work at their own pace and level.</p>	<p>2.1. Students are identified for placement in DLA classes due to oral/aural testing, using CELLA. Trained and certified ESOL teachers teach these classes using the best practices and strategies of second language teaching. The ELL Specialist and Reading Coach will monitor the fidelity of these courses. Additionally, students take the FAIR test three times a year. The ELL Specialist will identify these students and create a schedule for the targeted reading tutorials, selecting appropriate materials and monitoring the implementation. The ELL Specialist will provide students and teachers with access to computer software for language programs, monitoring the use of and progress made on these programs.</p>	<p>2.1. All current and recently exited (less than 1 year) students are evaluated/re-evaluated yearly in Reading on the CELLA. We will determine the percentage of students proficient for 2012-13 in Reading and compare to 2011-12 percentages.</p>	<p>2.1. The Reading portion of the CELLA given annually to all ELL and recently exited ELL students. Additionally, students take the FAIR test three times a year.</p>	
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<p><u>CELLA Goal #D:</u></p> <p>Our goal is to raise the percentage of ESOL students proficient in Reading as measured by the CELLA test from 18% to 21%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>18%</p>					
		<p>2.2. Students who struggle with the basic literacy skill of reading in English for several years (often 5-7 years) beyond achieving fluency in speaking due in some measure to weak literacy skills in their home language and/or in some measure to their not receiving English literacy support at home due to the dominance of a language other than English in the home.</p>	<p>2.2. All 9th grade students take some form of reading class, with level 1 and 2 readers (based on FCAT scores) being placed in Intensive Reading classes, often double-blocked. All 10th, 11th, and 12th grade students who are level 1 and 2 readers are placed in Intensive Reading classes.</p>	<p>2.2. The Intensive Reading classes are taught by trained and certified reading teachers who use reading curriculum that emphasizes the best practices and strategies for teaching reading and literacy. The ELL Specialist and Reading Coach will monitor the fidelity of these courses.</p>	<p>2.2. All current and recently exited (less than 1 year) students are evaluated/re-evaluated yearly in Reading on the CELLA. We will determine the percentage of students proficient for 2012-13 in Reading and compare to 2011-12 percentages.</p>	<p>2.2. The Reading portion of the CELLA given annually to all ELL and recently exited ELL students. Additionally, students take the FAIR test three times a year.</p>

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		2.3 Students who struggle with academic English, especially reading and vocabulary, for several years (often 5-7 years) beyond achieving fluency in speaking English in some measure due to weak academic skills in their home language and/or in some measure to their not receiving academic support in English at home due to the dominance of a language other than English in the home.	2.3 Students are encouraged to participate in the Extended Learning Program offered at Hillsborough High School. The program offers students assistance in all the core subject areas of English, math and science. Students can attend four days a week after school and on Saturdays for FCAT preparation, EOC preparation and credit recovery.	2.3 ELP is taught by the core subject area teachers who teach at Hillsborough High School. The fidelity of the programs is maintained by our administrators.	2.3 All current and recently exited (less than 1 year) students are evaluated/re-evaluated yearly in Reading on the CELLA. We will determine the percentage of students proficient for 2012-13 in Reading and compare to 2011-12 percentages.	2.3 The Reading portion of the CELLA given annually to all ELL and recently exited ELL students. Additionally, students take the FAIR test three times a year.
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	

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<p>E. Students scoring proficient in Writing.</p>	<p>3.1 Students who have been in the United States for less than three years, especially new arrivals.</p>	<p>3.1 These students are placed in Developmental Language Arts classes which develop all areas of the English language, including writing, allowing students to gain literacy skills by weaving English literacy into the literacy they already have in their home language incrementally and based on the Natural Approach of language learning and other Second Language Acquisition theories. Additionally, we will engage these students in targeted writing tutorials at their language level, including the use of language programs such as Rosetta Stone, Tell Me More, and Side by Side that focus on language skills including writing and allow students to work at their own pace and level.</p>	<p>3.1 Students are identified for placement in DLA classes due to oral/aural testing, using CELLA. Trained and certified ESOL teachers teach these classes using the best practices and strategies of second language teaching. The ELL Specialist and Writing Coach will monitor the fidelity of these courses. The ELL Specialist will identify these students and create a schedule for the targeted writing tutorials, selecting appropriate materials and monitoring the implementation. The ELL Specialist will provide students and teachers with access to computer software for language programs, monitoring the use of and progress made on these programs.</p>	<p>3.1 All current and recently exited (less than 1 year) students are evaluated/re-evaluated yearly in Writing on the CELLA. We will determine the percentage of students proficient for 2012-13 in Writing and compare to 2011-12 percentages.</p>	<p>3. The Writing portion of the CELLA given annually to all ELL and recently exited ELL students.</p>	
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<p><u>CELLA Goal #E:</u></p> <p>Our goal is to raise the percentage of ESOL students proficient in Writing as measured by the CELLA test from 20% to 23%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing .</u></p>					
	<p>20%</p>					
		<p>3.2</p> <p>Students who struggle with academic English, especially writing, for several years (often 5-7 years) beyond achieving fluency in speaking English due in some measure due to weak academic skills in their home language and/or in some measure to their not receiving academic support in English at home due to the dominance of a language other than English in the home.</p>	<p>3.2</p> <p>The Writing Coach at Hillsborough High School will work closely with ESOL, English and content area teachers to help students gain writing skills, focusing especially on those students (ELLs) who lack basic academic writing skills.</p>	<p>3.2</p> <p>Teachers and the Writing Coach will monitor the fidelity of the teaching of writing within ESOL, English and Content Area classes.</p>	<p>3.2</p> <p>All current and recently exited (less than 1 year) students are evaluated/re-evaluated yearly in Writing on the CELLA.</p> <p>We will determine the percentage of students proficient for 2012-13 in Writing and compare to 2011-12 percentages.</p>	<p>3.2</p> <p>The Writing portion of the CELLA given annually to all ELL and recently exited ELL students.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>

NEW Math Florida Alternate Assessment Goals

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

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<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>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						

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	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		
H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1. - Students not appropriately identified - Lack of course offerings	1.1. Students math skills will improve through scheduling students in the appropriate level classes (honors/AP/IB/dual-enrollment classes)	1.1. Students math skills will improve through scheduling students in the appropriate level classes (honors/AP/IB/dual-enrollment classes)	1.1. APC reviews SILK, District baseline and mid-year assessments, semester exams and Instructional Planning Tool Data	1.1. Semester Exams District baseline and mid-year assessments		

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<u>Geometry Goal H:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from to .							

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		<p>1.2.</p> <p>-Lack of infrastructure to support technology</p> <p>-Lack of technology hardware</p> <p>-Teachers at varying understanding of the intent of the CCSS</p>	<p>1.2.</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing.</p> <p><u>Action Steps</u></p> <p>-PLCs write SMART goals based on each Grading Period of material</p> <p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>-PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p> <p>-As a Professional Development activity, teachers use data to discuss technology and</p>	<p>1.2.</p> <p><u>Who</u></p> <p>- Principal</p> <p>-Math DH</p> <p>-Math Coach</p> <p><u>How Monitored</u></p> <p>-Classroom walk-throughs observing this strategy.</p>	<p>1.2.</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.2.</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the Grading Period</u></p> <p>-Chapter/Unit Tests</p> <p>-Benchmark mini assessments</p>	
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			hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
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		<p>1.3.</p> <ul style="list-style-type: none"> -Students not receiving academic support outside of math classroom instruction. -Lack pre-requisite skills 	<p>1.3.</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through providing a <u>supplemental math class</u>.</p> <hr/> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -Identify students in lowest quartile and/or Level 1. -Middle ONLY - Schedule students into appropriate intensive math course. -High ONLY – Identify students who performed Level 1 or 2 for Algebra EOC to be scheduled for Liberal Arts. -High ONLY – Identify students who have not passed FCAT for Intensive Math 2. -Utilize online tutorials and practice within these classes. -Utilize Florida Achieves. 	<p>1.3.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - APCs - Guidance Counselors - Math Teachers <p><u>How Monitored</u></p> <ul style="list-style-type: none"> - SILK Reports 	<p>1.3.</p> <p>APC reviews SILK, District-level baseline and midyear assessments, semester exams and Instructional Planning Tool Data</p>	<p>1.3.</p> <ul style="list-style-type: none"> - SILK - Formative Tests - Semester Exams -Unit Tests -On-line resources reports 	
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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		

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<p>I. Students scoring in the upper third on Geometry.</p>	<p>2.1. Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p>	<p>2.1. Strategy/Task Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. Actions/Details <i>Within PLCs</i> -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for</p>	<p>2.1. Who -Principal -Math DH/SAL -Math Coach How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>2.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>2.1. <u>2x per year</u> District Baseline and Mid-Year Testing - Semester Exams - <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)</p>		
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	<p>upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p> <p><u>During the lessons teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p> <p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p>					
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		<p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/ content.</p> <p>-Allow students to “unpack their thinking” by describing how they arrive at an answer.</p> <p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or multiple approaches.</p>					
<p><u>Geometry Goal I:</u></p> <p>The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from to .</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		<p>2.2.</p> <ul style="list-style-type: none"> -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS 	<p>2.2.</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and 	<p>2.2.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - Principal -Math DH -Math Coach <p><u>How Monitored</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing this strategy. 	<p>2.2</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of</p>	<p>2.2.</p> <p><u>2x per year</u></p> <ul style="list-style-type: none"> District Baseline and Mid-Year Testing - <u>Semester Exams</u> - <u>During the Grading Period</u> -Chapter/Unit Tests -Benchmark mini assessments 	
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			hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
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		<p>2.3</p> <p>-Students not receiving academic support outside of math classroom instruction.</p> <p>-Lack pre-requisite skills</p>	<p>2.3</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through providing a <u>supplemental math class</u>.</p> <p><u>Action Steps</u></p> <p>-Identify students in lowest quartile and/or Level 1.</p> <p>-Middle ONLY - Schedule students into appropriate intensive math course.</p> <p>-High ONLY – Identify students who performed Level 1 or 2 for Algebra EOC to be scheduled for Liberal Arts.</p> <p>-High ONLY – Identify students who have not passed FCAT for Intensive Math 2.</p> <p>-Utilize online tutorials and practice within these classes.</p> <p>-Utilize Florida Achieves.</p>	<p>2.3</p> <p><u>Who</u></p> <p>- APCs</p> <p>- Guidance Counselors</p> <p>- Math Teachers</p> <p><u>How Monitored</u></p> <p>- SILK Reports</p>	<p>2.3.</p> <p>APC reviews SILK, District-level baseline and midyear assessments, semester exams and Instructional Planning Tool Data</p>	<p>2.3</p> <p>- SILK</p> <p>- Formative Tests</p> <p>- Semester Exams</p> <p>-Unit Tests</p> <p>-On-line resources reports</p>	
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End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

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

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		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

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

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<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	<p>1.1. Students not reading on grade level; deficiency in vocabulary is preventing increased student achievement on EOC assessments.</p>	<p>1.1. School wide reading across the curriculum initiative with cross curricular focus on vocabulary development.</p>	<p>1.1. Stephanie Davis, APC Shelly Kress, ELL Specialist Shelley Stewart, Reading Coach</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. __ <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall</p>	<p>1.1. <u>2x per year</u> District-level baseline and mid-year tests - Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)</p>		
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<u>Biology Goal K:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 55% to 60%.							
	55%	60%					

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		<p>1.2.</p> <p>-Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.</p> <p>-Not all teachers are able to attend available science trainings on dates available by the district.</p> <p>-Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.</p> <p>-Not all PLC meetings include</p>	<p>1.2.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.</p> <p>Action Steps</p> <p>1. Teachers will attend District Science training and share information with their PLCs.</p> <p>2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time sharing,</p>	<p>1.2.</p> <p>Who Principal APC Science SAL Science Teachers How Monitored -PLC logs turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs. -Classroom walk-throughs observing inquiry based instruction. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p> <p>First Nine Week Check</p> <p>Second Nine Week Check</p> <p>Third Nine Week Check</p> <p>Second Nine Week Check</p> <p>Third Nine Week Check</p>	<p>1.2.</p> <p>Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>First Nine Week Check</p> <p>Second Nine Week Check</p> <p>Third Nine Week Check</p> <p>School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to</p>	<p>1.2.</p> <p>2x per year District-level baseline and mid-year tests</p> <p>Semester Exams</p> <p>During the nine weeks</p> <p>- Mini Assessments</p> <p>-Unit assessments</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
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		<p>regular discussion of student data and/or the implementation of the inquiry model. Teachers are at varying skill levels with the use of achievement series to accurately analyze student data. PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning.</p>	<p>researching, teaching, and modeling inquiry based instruction strategies. 4. PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss inquiry based instruction strategies that were effective. 8 Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies. 9. PLCs record their work in the PLC logs.</p>		<p>administration, coach, SAL, and/or leadership team.</p>		
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		<p>1.3. Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p> <p>Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>1.3. Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, scientific processes, laboratory experiences, and uses of technology (animations, probeware, digital microscopy).</p> <p>Action Steps</p> <p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>-Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations</p>	<p>1.3. <u>Who</u></p> <p>Principal APC Science Resource Teachers (where available) Science Department Chairperson</p> <p><u>How Monitored</u></p> <p>-Classroom walk-throughs observing this strategy.</p>	<p>1.3. Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p>	<p>1.3. <u>2x per year</u></p> <p>District-level baseline and mid-year tests</p> <p>—</p> <p>Semester Exams</p> <p><u>During the Grading Period</u></p> <p>-Unit assessments</p>	
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		<p>and animations) within the 5E Instructional Model.</p> <p>-Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions.</p> <p>-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.</p> <p>-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.</p> <p>-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.</p> <p>-Monthly, school</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	
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			leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>L. Students scoring in upper third in Biology.</p>	<p>2.1. Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of HOTS/ Costas level questioning.</p>	<p>2.1. Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the <u>close reading model</u> (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least times</p>	<p>2.1. <u>Who</u> Principal AP Science Coach Reading Coach Reading Leadership Team CCLS Science Team Science SAL/DH</p> <p><u>How Monitored</u> Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.</p>	<p>2.1. PLCs examine student work and data from the Costas quizzes and other assessments with HOTS questions. Data from review of unit assessments analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. Science PLC Resource meetings Reading Leadership Team</p> <p>PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.</p>	<p>2.1. <u>3x-per year</u> District level baseline, mid-year, and pre-EOC administration - Semester Exams - <u>During the Grading Period</u> -mini-assessments -unit assessments During the nine weeks -Student work -Chapter tests -Costas quizzes from Tutorial Curriculum Resource -Costas quizzes on the IDEAS AVID World Icon</p>		
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		<p>per nine weeks.</p> <p>—</p> <p>Action Steps</p> <p><i>Professional Development</i></p> <p>-The Reading Coach along with the Departmental Leaders/ Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model.</p> <p>-The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.</p>					
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		<p>-Teachers within departments attend professional development provided by the district/ school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p> <p><i>In PLCs/ Department</i></p> <p>-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.</p> <p>-PLCs</p>					
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	<p>review Close Reading Selections to determine word count and high-Lexile.</p> <p>-PLCs assign appropriate NGSSS benchmark to Close Reading passage</p> <p>-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous_</p> <p>- Teachers debrief lesson implementation to determine effectiveness</p>					
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	<p>and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons.</p> <p><i>During the lessons, teachers:</i></p> <ul style="list-style-type: none"> -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading 					
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		<p>--Using questions to check for understanding.</p> <p>--Using question to engage students in discussion.</p> <p>--Requiring oral and written responses to text.</p> <p>-Ask text-based questions that require close reading of the text and multiple reads of the text.</p> <p><i>During the lessons, students:</i></p> <p>-Grapple with complex text.</p> <p>-Re-read for a second purpose and</p>					
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		<p>to increase comprehension.</p> <p>-Engage in discussion to answer essential question using textual evidence.</p> <p>-Write in response to essential question using textual evidence.</p>					
<p><u>Biology Goal L:</u></p> <p>The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 33% to 36%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>33%</p>	<p>36%</p>					

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		<p>2.2. 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.</p>	<p>2.2. 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons. 3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 4. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to</p>	<p>2.2. Who -Principal -APC -Science SAL How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration classroom walk-throughs -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. First Nine Week Check Second Nine Week Check Third Nine Week Check</p>	<p>2.2. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check Second Nine Week Check</p>	<p>2.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Nine Weeks -Unit assessments</p>	
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		<p>the PLCs.</p> <p>7. Based on the data, teachers discuss strategies that were effective.</p> <p>8. Based on the data, teachers 1) decide what skills need to be re-taught in a whole lesson to the entire class, 2) decide what skills need to be moved to mini-lessons or re-teach for the whole class 3) decide what skills need to re-taught to targeted students (remediation and enrichment).</p> <p>9. PLCs record their work in the PLC logs.</p>		Third Nine Week Check		
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		<p>2.3</p> <p>Students' science skills will advance through participation in enrichment activities during a 50 minute supplemental instruction period per week. Students who are not assigned to re-teaching lessons in reading, math or writing for the week, will participate instead in a science enrichment lesson.</p> <p>Action Steps 1. Weekly, teams will collaborate and regroup students across the four teachers based on</p>	<p>2.3</p> <p>Who Team Leaders Team Science teachers</p> <p>How -PLC logs turned into administration. Administration provides feedback. -Team re-grouping of students by teacher and topic/lesson turned into APC weekly. -Classroom walk-throughs observing this strategy.</p> <p>First Nine Week Check Second Nine Week Check Third Nine Week Check</p>	<p>2.3</p> <p>Evaluation of project using a rubric.</p> <p>Teachers review data at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>First Nine Week Check Second Nine Week Check Third Nine Week Check</p>	<p>2.3</p> <p>Evaluation of project using a rubric.</p> <p>Teachers review data at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>First Nine Week Check Second Nine Week Check Third Nine Week Check</p>	<p>2.3</p> <p>Student projects</p>
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		<p>student need. The science teachers will determine science enrichment activity. 2. Students who are eligible attend the enrichment session. 3. In the enrichment sessions, students will engage in project-type activities. 4. PLCs record their work in logs.</p>					
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NEW Writing Florida Alternate Assessment Goal

Writing 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		
<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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**Learning
Community (PLC)
or PD Activity**

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

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

End of STEM Goal(s)

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

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

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<p><u>CTE Goal #1:</u></p> <p>Improve reading and writing skills.</p>	<p>1.1.</p> <p>Teachers must make it interesting and fun for students. Teachers should encourage reluctant readers.</p>	<p>1.1.</p> <p>Attend inservice and classes that help teachers incorporate strategies in the classroom.</p>	<p>1.1.</p> <p>Monitor students in the classroom</p>	<p>1.1.</p> <p>Begin with pre-quiz, teach material and practice, retest</p>	<p>1.1.</p> <p>Quiz</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

**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
Reading/Writing	9-12	PLC Leader	Career and Technical Teachers	PLC – 3 rd Monday of each Pretest and Post test month		Each CTE teacher responsible for monitoring.

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

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

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Reading Goals 1, 2, & 3	Latin Club supports student growth in reading and writing by increasing students knowledge of vocabulary, prefixes, and suffixes. This increased knowledge enables students to achieve higher scores for reading and writing on the FCAT, SAT, and ACT. Money will be used to pay for hotel expenses for 4 students.	400	
Stem Goal 1, Reading Goal 1, and Geometry EOC	Mu Alpha Theta supports students growth in reading, writing, and math by increasing students knowledge of Algebra and Geometry Concepts as well as encouraging students to excel in Math Competitions. Money will be used to pay for registration and hotel expenses for 13 students.	2740	
Attendance	Encourage students to attend school by offering incentives to those that have no absences. Money will be used for incentives to students attending school on a regular bases.	1100	
Stem Goal 1, Reading Goal 1, and Geometry EOC	Robotics Team supports students growth in reading, math, and science. The team utilizes co-curriculum to encourage students use their math and science skills to create projects that compete in specific events. The money will be used to pay for 2 hotel rooms for the 6 students that are on free and reduce lunch.	653	
Final Amount Spent			