Last Update: 12/16/12
Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Braulio Alonso High School	District Name: Hillsborough County School District
Principal: Louis Diaz	Superintendent: Mary Ellen Elia
SAC Chair: Scott Hazlett	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	Louis Diaz	Ed.S.	6	20	11/12: Grade pending; see SIP for 2012 current levels 10/11: B 79%AYP 09/10: B 77% AYP
Assistant Principal	Linda Phillips	Masters	11	14	11/12: Grade Pending; see SIP for 2012 current levels 10/11: B 79%AYP 09/10: B 77% AYP
Assistant Principal	Brian Grantham	Masters	10	7	11/12: Grade Pending; see SIP for 2012 current levels 10/11: B 79%AYP 09/10: B 77% AYP

Assistant Principal	Frank Diaz	Masters	11	8	11/12: Grade Pending; see SIP for 2012 current levels 10/11: B 79%AYP 09/10: B 77% AYP
Assistant Principal	Larissa McCoy-Mitti	Masters	8	3	11/12: Grade Pending; see SIP for 2012 current levels 10/11: B 79%AYP 09/10: B 77% AYP
Assistant Principal	Lespy Nelson	PhD	2	17	11/12: Grade Pending; see SIP for 2012 current levels 10/11: C 85% AYP 09/10: A 97 % AYP
Administrative Resource Teacher	Scott Hazlettt	Ed.S	6	1	11/12: Grade Pending; see SIP for 2012 current levels 10/11: B (As a teacher) 79%AYP 09/10: B (As a teacher) 77% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Robyn Sullivan	Masters-English Education ESOL, Reading Endorsement	4	1	11/12: Grade Pending; see SIP for 2012 current levels 10/11: B (as teacher) 79%AYP 09/10: B (as teacher) 77% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4. Teacher Induction Program	Assistant Principal and District Officials	Ongoing	

5.	School Orientation	Principal	August 2012	
6.	Monthly Staff Meeting	Principal/Assistant Principals	Ongoing	
7.	School Mentors	Assistant Principals	Ongoing```	
8.	Leadership Opportunities	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly qualified
13	Signed agreement to earn. Teacher will meet with PLC on a bi-weekly basis for constant and continued support in implementing reading strategies in the classroom. Teacher will also work regularly with the Reading Coach or Department Head. Teacher will also work with EET Mentor on a regular basis.

Staff Demographics

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

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
156	9% (14)	17% (27)	44% (69)	30% (47)	47% (73)	100% (156)	7% (11)	2% (3)	18% (28)

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

Robyn Sullivan Larissa Mccoy-Mitti	Aaron Berry, Christina Evenson, Kara Funcheon, Jenn Gilgan, Ryan Ramsey, Jessica Rizzi, Alex Sarsfield, Toleah Spears, Basil Spyridakos, Angelica Torres, Paul Defino	New to Alonso teachers will be paired with third year mentor teachers to understand and embrace Alonso High School's daily procedures and culture for learning.	Monthly meetings and after school social get-togethers
Beth Burgess	Aaron Berry	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving.

Beth Burgess	Kristina Evenson	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Beth Burgess	Kara Funcheon	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Beth Burgess	Jenn Gilgan	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Beth Burgess	Kim Penaga	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Beth Burgess	Ryan Ramsey	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. 0	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Beth Burgess	Jessica Rizzi	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. 0	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Beth Burgess	Alex Sarsfield	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. 0	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving.
Beth Burgess	Toleah Spears	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. 0	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving.

Beth Burgess	Basil Spyridakos	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. 0	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Beth Burgess	Angelica Torres	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. 0	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Beth Burgess	Paul Defino	Beth Burgess is a Mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. 0	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D

Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

1. Principal- Louis Diaz

2. Assistant Principal for Curriculum- Linda Phillips

3. Assistant Principal for Student Affairs - Larissa McCoy-Mitti

4. Administrative Resource Teacher-Scott Hazlett

5. School Psychologist- Dr. Amanda Prive

6. School Social Worker- Elizabeth Cabrera

7. Reading- Brian Emmanuel

8. English: Steve Wolford

9. Math- Jay Chantlos

10. Science- Eliza Geanconteri

11. Social Studies- Michelle Sass

12. ESE Department Head- Joe Albano

13. Reading Coach- Robyn Sullivan

14. ESE Specialist- Jason Philpot

15. Guidance Counselor- Pamela Bellamy Lee

16. ELL Specialist- Marilyn Mecha

17. Dropout Prevention Specialist- Eva Tyler

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

The purpose of the RtI team at our school is to provide high quality instruction and interventions to students based on their needs as determined throughout the year by available data.

The RtI team will meet once a month to oversee the tiered model of service delivery, determine scheduling needs, review student data, review PLC meeting notes, plan and oversee supplemental and intensive interventions, identify professional development needs, and brainstorm activities that promote positive reinforcement in the areas of academics and discipline.

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 SAC chair is a member of the RtI team and uses the Literacy Leadership Team, along with the rest of the faculty and SAC, to develop the 2012-13 School Improvement Plan. The SIP document, specifically the objectives and action steps, outlines the work of the RtI team.

MTSS Implementation

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

Tier 1:

(Academics)

1. Formal FCAT practice tests

2. District provided baseline and midyear assessments (ungraded assessments that measure growth)

3. Subject-specific assessments generated by subject supervisors (midterm and final exams)

4. FAIR testing (given 3x per year)

5. CELLA testing (for ELL students)

6. Curriculum-based tests and mini-assessments (progress monitoring and PLC lesson studies)

7. EOC Assessments

Tier 2 and 3:

(Academics)

1. ELP (ongoing progress monitoring through tutoring program)

2. Content area progress monitoring (Curriculum-based measurements and FCIM)

3. FAIR (MAZE percentiles and Reading Comprehension percentiles)

4. Assessment through Intensive core courses (Including Read 180 and Academy of Reading Assessments)

5. Raven Recess/Lunch with Louie

Tier 1:

(Behavior)

1. Discipline referrals (OSS/ISS/detention)

2. Attendance data

3. Graduation rate

Tier 2 and 3:

(Behavior)

1. Discipline referrals

2. Attendance rate

3. Behavior rating scales

4. Pre-post measures from groups

Describe the plan to train staff on MTSS.

Staff received overview training during the 2010-2011 school year and again at the end of the 2011-2012 school year. During pre-planning, the district PowerPoint on RtI will be presented to all new staff members. As additional resources become available, they will be shared with the staff at faculty and department meetings.

Describe plan to support MTSS.

This is an ongoing process, in which the RTI member will report back to there departments, as they seek input for further adjustments and provisions to ensure the ultimate success of the RTI program. The RTI process will be monitored and input from all of the staff will be supported through this outlet.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

1. Principal- Louis Diaz

2. Assistant Principal for Curriculum- Linda Phillips

3. Assistant Principal for Student Affairs - Larissa McCoy-Mitti

4. Administrative Resource Teacher-Scott Hazlett

5. School Psychologist- Dr. Amanda Prive

6. School Social Worker- Elizabeth Cabrera

7. Reading- Brian Emmanuel

8. English: Steve Wolford

9. Math- Jay Chantlos

10. Science- Eliza Geanconteri

11. Social Studies- Michelle Sass

12. ESE Department Head- Joe Albano

13. Reading Coach- Robyn Sullivan

14. ESE Specialist- Jason Philpot

15. Guidance Counselor- Pamela Bellamy Lee

16. ELL Specialist- Marlyn Mecha

17. Dropout Prevention Specialist- Eva Tyler

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

The LLT provides leadership for the implementation of the reading strategies written in the SIP.

The Principal is the LLT chairperson. The Reading Coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The Reading Coach and Principal collaborate with the team to ensure that data-driven instructional support is provided to all teachers.

The Principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs. The LLT also collaborates and shares information with other administrators, teachers, staff members, and parents.

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

- Implementation and evaluation of SIP and AVID reading strategies across the content areas

- Professional development (to include content-area reading training/demonstration classrooms)

- Co-planning, modeling, and observation of researched-based reading strategies with lessons across the content areas

- Data analysis

- Implementation of school-wide reading culture

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 follow-up training, which is a 3-6 hour training offered by the Reading Coach at Alonso High school.

Reading Coach provides on-site teacher support of the implementation of the Project CRISS strategic lesson plan model through professional development and on-going coaching opportunities.

Demonstration classroom opportunities are offered in each content area, focusing on the implementation of content-based reading strategies. The demonstration classrooms are offered in each content area. The Reading Coach schedules and facilitates the pre-observation, during observation, and the post-observation activities with follow-up observations and application of strategies observed.

A Literacy Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each school 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 LLT has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each content area has functional PLC teams. Each PLC is responsible for reviewing their students' literacy data, class assessment data, the EET Rubric, and creating lessons that are responsive to identified student needs. PLC's are responsible for the creation and the implementation of the Florida Continuous Improvement Model mini-lessons, mini-assessments, and re-teach lessons based on the on-going collection of student data.

The Reading Coach will assist content area teachers with the integration of differentiated instruction strategies into their content area classrooms, namely ESE.

The Reading Coach will develop ongoing professional development trainings (namely content-area reading and CRISS) for each content area. These trainings will focus on how to tackle complex test within the content area and how to ensure high level thinking and questioning in every classroom during each educational activity.

The AVID Coordinator and AVID site team members will develop trainings/conduct demonstration classrooms for each content area focusing on AVID reading strategies within the content area that coincide with the school's mission.

*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?

Students are able to see the relationships between subjects and relevance to their future by coursework and activities developed through

- Professional Learning Communities

- Career Academies/Career Pathways

- Program Completers

- AVID Classes

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?

Alonso High School incorporates academic and career planning through

- Course selection sheets filled out by students and reviewed and signed by parents

- One-on-one programming with the counselors

- Articulation and counselor visits to feeder schools

- Success center (Choices, etc.)

- Junior Night held in the Spring

- Junior meetings with a counselor

- Senior Night held in the Fall

- College Night held in the Fall by College and Career Counselor (9-12)

- One-on-one senior meetings with a counselor

- Eighth grade night held in the Spring

- Freshman orientation in August

- AP information night in the Spring

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.

Alonso High School has reflected over our *High School Feedback Report* trends for the last three years. The following is a summary from our annual analysis.

Alonso High School's percentage of graduates completing a college prep curriculum has decreased from 74.2% to 72.5% over a three year period, a 1.7% decrease. During that same time period, the district increased by 1.5% (64.2% - 65.7%) and the state increased by 2.3% (57.9% - 60.2%). In addition, the number of graduates that enrolled in Algebra 1 prior to 9th grade increased from 28.2% to 44.4% over a three year period a 16.2% increase, the district increased by 9.2% (38.1% - 47.3%) and the state increased by 3.5% (29.4%- 32.9%). The number of Graduates who completed at least one Level 3 high school math course increased from 61.1% to 66.4% over a three year period a 5.3% increase, the district increased by 6.3% (55.2% -61.5%) while the state increased by 2.7% (47.0% - 49.7%). The percent of graduates who completed at least one Dual

Enrollment math course decreased by 0.021% (0.196%- 0.175%), the district increased 0.04% (2.56% - 2.60%) while the state increased by 0.65% (5.98% - 6.63%). The percent of graduates who completed at least one Level 3 or higher science course increased by 8.9% (55.0% - 63.9%), the district increased by 3.3% (61.2%- 64.5%) and the state showed an increase of 0.9% (53.9%-54.8%).

There are several programs offered at Alonso High School to prepare students for the postsecondary level. They include:

1. PSAT tests offered at no charge to 9th, 10th, and 11th grade students

2. SAT prep course offered at no charge

3. ASVAB test for students interested in enlisting in the military

4. CHOICES career planning assessment

5. AVID program for 1st generation college students

6. Visits to Hillsborough Community College and technical centers

7. Senior Night for seniors and parents to receive information about their senior year, including postsecondary options, timeline of what they should be doing during the course of the year and testing dates

8. Junior Night for juniors and parents to receive information about their senior year, including postsecondary options, timeline of what they should be doing during the course of the year and testing dates

9. SAT/ACT online practice through content classrooms

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

| 1. **FCAT 2.0:** **Students scoring proficient in reading (Level 3-5).** | 1.1.

-Lack of understanding/ varying skill levels regarding how to implement reading strategies for content area teachers.

-Lack of time to train teachers on how to properly execute each strategy.

-Lack of teacher buy-in.

-PLC meetings across content areas do not regularly and consistently include discussion of text complexity and reading strategies necessary to meet the needs of our students. | 1.1.

Strategy:

We will be implementing a best practices "Power of Protocols" reference binder which includes the following sections, Reading, Writing, Collaboration, Vocabulary and Inquiry.

The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension and ability to tackle complex text will improve through the implementation of specific power of protocol strategies (ex. Previewing, Marking the Text, Reading Purposes, Questioning, Vocabulary, Learning Logs, Exit Slips, Collaborative Learning, Inquiry Based Learning) in each content area. | 1.1.

Who

-Principal

-APC

-Reading Coach

-SAC Chair/RTI Chair

-Department Heads

-RTI Team Members

-Content Area Teachers

How

-PLC logs submitted via Alonso Internal for administrative review.

-Classroom walk-throughs observing the designated strategy. Administrators and Department Heads will use the HCPS Informal Observation Pop-In Form (EET tool).

-Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs.

-Data will be reviewed every nine weeks. | 1.1.

Teacher Level

-Student performance data will be recorded and discussed in monthly PLC meetings.

-Teachers will review student performance data and determine future lesson development and differentiated instructional needs in PLCs.

PLC/Department Level

-PLC data will be recorded and discussed in monthly PLC meetings.

-PLCs will use data to determine future lesson development and differentiated instructional needs.

-PLC facilitator (which changes each month) will share data, via PLC logs, with Department Heads, APC, LLT, and RTI Team.

Leadership Team Level

-The RTI/LLT Teams will analyze and combine data to determine future school-wide needs. | 1.1

2-3x Per Year

-On-going Progress Monitoring for comprehension via the Achievement Series FCAT Practice test.

During Grading Period

-Content generated assessments | | |

		Action Steps: 1. During pre-planning, SAC Chair and Administrative Resource Teacher will conduct a data focused workshop on school-wide FCAT data and the school grading process. 2. During this training, teachers will identify school-wide issues with our students' reading scores and brainstorm solutions, based on our data. 3. The RTI and LLT will analyze teacher suggestions and narrow our focus into a single, school-wide strategy: Power of Protocols 4. The Reading Coach, with the help of the Academic Leadership team, will conduct small group trainings, by department, to teach teachers how to use the				

		school-wide chosen strategy tools as provided in the power of protocols. 7. Teachers will work with their PLCs to decide how the strategy they are to use fits into their content area and with their textbooks, readings, etc. 8. The RTI members, in conjunction with the Reading Coach, will then conduct demonstration classrooms to ensure that each teacher understands how to properly implement the reading strategies into his/her classrooms and content area. 9. This cycle will continue until all designated reading strategies have been introduced and consistently used in each content area classroom. 10. The Reading Coach will meet with each individual teacher				

		to review student data, identify students' reading levels and discuss strategies from the power of protocols to be implemented in order to aid in student growth and achievement.				
Reading Goal #1: In grades 9and 10, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Reading will increase from 53 % to 56 %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	53	**56**				

		1.2.	1.2.	1.2.	1.2.	1.2.	
		-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. -Teachers do not always plan ahead for higher order open-ended questions during instruction. -Not all teachers are able to attend HOTS training and district only provides limited HOTS training. -Not all teachers involve students in leading discussions.	Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through participation in **Costa's Level Questioning** (input, process, and output). As a result, there will be increased use of higher level questions to promote critical thinking and problem solving for both teachers and students across content areas. Action Steps: 1. AVID site team and Academic Leadership team designs and plans training for staff. Demonstration classrooms are identified and trainings scheduled.. 2. Teachers implement lessons using Costa's Level Questioning. 3. Teachers assess students by having them identify and create different levels of questions.	Who -Administrators -AVID Coordinator -Reading Coach -Department Heads How -HCPS Informal Observation Pop-In Form (EET tool) *(which has HOTS as a strategy listed on the form.)* -Demonstration Classroom experience with pre-briefing, observation and de-briefing. *l*	Teacher Level -Teacher assessment data will be recorded and discussed in monthly PLC meetings. -Teachers will review unit assessments and determine future lesson development and differentiated instructional needs in PLCs. PLC/Department Level -PLC unit assessment data will be recorded and discussed in monthly PLC meetings. -PLCs will also examine student work and data from the Costas questioning activities. -PLCs will review unit assessments and determine future lesson development and differentiated instructional needs. -PLC Facilitator will share data, via PLC logs, with Department Heads, APC, LLT, and RTI Team	2-3x Per Year -FAIR -Semester Exams in each content area During Grading Period -Student work -Chapter tests -Costa's questioning activities -Projects	

					-This information will be used to asses best practices		
			4. Teachers bring student work and/or assessments to PLCs. 5. As a professional development activity, PLCs use the data to discuss techniques that were successful. 6. Based on the data, PLCs use the problem-solving process to determine next steps of Costa's Level Questioning techniques. 7. PLCs record their work on the PLC logs. 8 Administrators and Department Heads who lack understanding of Costa's Level of Questioning will be trained.				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. See Goal 1.1	2.1. See Goal 1.1	2.1. See Goal 1.1	2.1. See Goal 1.1	2.1. See Goal 1.1		
Reading Goal #2: Enter narrative for the goal in this box. In grades 9 and 10, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 28% to 31% .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28	**31**					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		-At Alonso, we see this as a necessity, so we ensure that time in the lab is readily available for each 9th grade CPR1, CPR2, and Advanced Reading student.	Strategy: All level 3, 4, and 5 9th grade students (enrolled in CPR1, CPR2, and Advanced Reading) will utilize the SAT/ACT online course once a week. Action Steps: 1. Teachers will receive training from the Reading Coach/College and Career Counselor on how to implement and utilize SAT/ACT Online. 2. Teachers will take students to the SAT/ACT Online lab once a week to work on various tested skills. 3. Teachers will monitor the data using reports pulled from the SAT/ACT Online.	Who -Reading Coach -9th Grade CPR1, CPR2, and Advanced Reading teachers -APC How -Reading Coach, Reading Teachers, and APC will monitor data from SAT/ACT Online 1st Grading Period Check Does not start until 3rd nine weeks 2nd Grading Period Check 3rd Grading Period Check	Teacher Level -Teacher SAT/ACT Online data will be recorded and discussed in monthly PLC meetings. -Teachers will review SAT/ACT Online data and determine future lesson development and differentiated instructional needs in PLCs. PLC/Department Level -PLCs will discuss SAT/ACT Online data and determine future lesson development and differentiated instructional needs. -PLC facilitator will share data, via PLC logs, with Department Heads, APC, LLT, and RTI Team. Leadership Team Level -The RTI/LLT Teams will analyze and combine data to determine future school-wide needs.	2-3x Per Year Ongoing data collection via SAT/ACT Online program During Grading Period Ongoing data collection via SAT/ACT Online program	

					1st Grading Period Check *Does not start until 3rd nine weeks* *2nd Grading Period Check* *3rd Grading Period Check*		

2.3	2.3	2.3	2.3	2.3	
Funds are limited (SAC) -Students are not intrinsically motivated to perform well academically	<u>Strategy:</u> -All students who maintain honor roll will be eligible to attend an AHS A Team celebration where SAC funds are used to provide student incentives, such as food and gift cards. -Students who do their best academically, have good behavior, and show their best effort in school will be rewarded with Raven's Best celebration. -Select students who excel both academically and in extra-curricular activities (by teacher recommendation) will be awarded either the Principal's Award or a Golden Raven Award. SAC funds will be used to purchase the trophies for each of these students. <u>Action Steps:</u> 1. Teachers will use EdLine to monitor students' academic progress.	<u>Who</u> -All teachers -Administrators -Reading Coach <u>How</u> -Reading Coach, Administrators, and all curriculum teachers will monitor student progress to determine eligibility for A-Team and Raven's Best.	<u>Teacher Level</u> -Teachers will use EdLine to monitor students' progress throughout the nine weeks. <u>PLC/Department Level</u> -PLCs will discuss student progress throughout nine weeks and school wide scholarship reports each nine weeks. -PLC facilitator (which changes each month) will share data, via PLC logs, with Department Heads, APC, LLT, and RTI Team. <u>Leadership Team Level</u> -The RTI/LLT Teams will analyze and combine data to determine future school-wide needs.	<u>2-3x Per Year</u> -EdLine Data -Student Progress Reports -School Wide Scholarship Reports <u>During Grading Period</u> -EdLine Data -School Wide Scholarship Reports	

			2. Administrators will host A-Team celebration each nine weeks to celebrate academic success. 3. Teachers will select students for Raven's Best based on above criteria. 4. Teachers and the Principal will nominate students for the Principal's Award and the Golden Ravens' Award based on the abovementioned criteria.				
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

| 3. **FCAT 2.0:** Points for students making Learning Gains in reading. | 3.1.

See Goal 1.1 | 3.1.

See Goal 1.1 | 3.1.

See Goal 1.1 | 3.1.

See Goal 1.1 | 3.1.

See Goal 1.1 | | |

Reading Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box. In grades 9-10, the percentage of All Curriculum students making learning gains on the 2012 FCAT Reading will increase from 67pts to 69 pts .						
	67 pts	**69 pts**				
		3.2. See Goal 1.2	3.2. See Goal 1.2	3.2. See Goal 1.2	3.2. See Goal 1.2	3.2. See Goal 1.2
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1. See Goal 1.1	4.1. See Goal 1.1	4.1. See Goal 1.1	4.1. See Goal 1.1	4.1. See Goal 1.1		
Reading Goal #4: Enter narrative for the goal in this In grades 9 and 10, the percentage of Standard Curriculum students the lowest 25% on the 2012 FCAT Reading will increase from 72pts to 74pts	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	72	**74**					

		4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	

4.3	4.3.	4.3.	4.3.	4.3.
-Student Attendance -Student Transportation -Communication between regular education teacher and ELP teacher regarding ELP students' strengths and weaknesses	4.3. Strategy: -The school will use ELP funds to pay teachers as a T-payroll to provide supplemental instruction. -Students will be pulled from elective courses to receive additional services and instruction in reading skills. Additional tutoring is available before school, after school, and during lunch. Action Steps: 1. Bottom quartile students are identified by APC and Reading Coach. 2. Data Chats: reading teacher will conduct a data chat each semester with all teachers identifying bottom quartile students and strategies to encourage success.	Who -Administrators -Reading Coach -ELP Teachers -General Education Teachers How -APC will regularly audit data collection sheets submitted by general education teachers and maintained by ELP teachers (for each student).	Teacher Level -Based on initial communication from general education teachers to ELP teachers, students' weaknesses will be identified and targeted. -Based on ELP teachers' work with students and their performance both in class on targeted skill activities and on standardized assessments, we will determine the effectiveness of our ELP program, teachers, and data collection process. PLC/Department Level -PLCs will discuss common areas of student weakness and determine future lesson development and differentiated instructional needs. Leadership Team Level -The RTI/LLT Teams will review data for positive trends at a minimum of once per nine weeks	2-3x Per Year -FAIR Data During Grading Period -In class assignments -FCIM Mini-Assessments -Standardized Tests

		4.4 Insufficient time to contact and meet with students on a regular basis -Student Attendance -Teacher Cooperation	4.4 Strategy: Reading Coach, Administration, Guidance, and Drop Out Prevention Specialist will mentor bottom quartile students to increase their FCAT achievement scores and performance in Intensive Reading classes. Action Steps: 1. Reading Coach will identify our bottom quartile students. 2. Reading Coach, Administration, Guidance, and Drop Out Prevention Specialist will meet with regular education teachers of all contents and Intensive Reading teachers to discuss students' observed strengths and weaknesses. 3. Reading Coach, Administration, Guidance, and Drop Out Prevention Specialist will arrange to meet with students—	4.4 Teacher Level -Teachers will meet with Reading Coach to disaggregate data and determine courses of study/ classroom activities for each student. PLC/Department Level -Reading Coach, after all meetings with bottom quartile students are completed, will work with the Reading PLC to disaggregate data and determine courses of study/ classroom activities for each student. Leadership Team Level -The RTI/LLT Teams will analyze data to determine future school-wide needs.	4.4 2-3x Per Year During Grading Period -Ongoing Data Chats -Classroom Progress Monitoring (using classroom activity grades and anecdotal observations)		

			bimonthly—to have data chats and to check on their reading progress.				

		4.5	4.5	4.5	4.5	4.5	
		-Insufficient time to contact and meet with parents on a regular basis -Parents are not well-informed about their students' academic well-being -Most phone numbers we have on file for our students' parents are inoperable or no longer in service. -Incorrect addresses may also be a problem. -Postage is expensive.	<u>Strategy:</u> -The RTI Team and School Psychologist will draft letters to send home to parents regarding students' school progress. These letters will address students' FCAT achievement level, attendance, GPA, and/ or credits. -These same students will be placed in roll-back homerooms so that Guidance Counselors, our Drop Out Prevention Specialist, Administrators, and our Reading Coach can work with them on an individual basis. <u>Action Steps:</u> 1. School Psychologist/ APC will create a list of bottom quartile students who are at-risk based on the above criteria. 2. Using a mail merge, the RTI Team and School Psychologist will draft letters that	<u>Who</u> -Reading Coach -Guidance -Drop Out Prevention Specialist -Intensive Reading Teachers -Administrators -All Content Area Teachers who Teach Bottom Quartile Students <u>How</u> - Using a mail merge, the RTI Team and School Psychologist will draft letters that explain to parents the academic situation their student is currently in. -Guidance Counselors and Drop Out Prevention Specialist will make regular visits to roll-back homerooms and keep logs of their discussions with these students.	<u>Teacher Level</u> -Teachers with bottom quartile students will work with RTI Team members to ensure that students are getting the instructional support that they need. <u>PLC/Department Level</u> -N/A <u>Leadership Team Level</u> -RTI Team members will address teachers' concerns and work with students on a more individual basis (via tutoring or private conferences with DOP Specialist) if necessary. *1st Grading Period Check*	<u>2x Per Year</u> <u>During Grading Period</u> -Ongoing Data Collection of Student Progress Via Progress/Attendance Reports and Credit Checks	

			explain to parents the academic situation their student is currently in. 3. Letters will be mailed quarterly so parents can stay abreast of their students' progress. 4. Roll-back homerooms will be created so that Guidance Counselors, our Drop Out Prevention Specialist, Administrators, and our Reading Coach can work with our lowest level students to make sure they are participating in tutoring and are on track for graduation.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5:							

| 5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** | 5A.1. See Reading Goal 1.1 | 5A.1. See Reading Goal 1.1 | 5A.1. See Reading Goal 1.1 | 5A.1. See Reading Goal 1.1 | 5A.1. See Reading Goal 1.1 | | |

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Reading Goal #5A: Enter narrative for the goal in this box. All area subgroups will increase the percentage of reading proficient students scoring a Level 3 or higher on the 2013 FCAT by at least 4%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 68% Black: 40% Hispanic:43% Asian: Y American Indian: N/A	White: 72% Black:46 % Hispanic:49% Asian: American Indian: N/A				
		5A.2. See Reading Goal 1.2	5A.2 See Reading Goal 1.2	5A.2 See Reading Goal 1.2	5A.2 See Reading Goal 1.2	5A.2 See Reading Goal 1.2

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		5A.3. See Goal 4.3	5A.3. See Goal 4.3	5A.3. See Goal 4.3	5A.3. See Goal 4.3	5A.3. See Goal 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1. See Reading Goal 1.1	5B.1. See Reading Goal 1.1	5B.1 See Reading Goal 1.1	5B.1. See Reading Goal 1.1	5B.1. See Reading Goal 1.1		
Reading Goal #5B: Enter narrative for the goal in this box. The percent of economically disadvantaged student performing satisfactory will improve from 39% to 45%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	39%	**45%**					
		5B.2. See Reading Goal 1.2	5B.2. See Reading Goal 1.2	5B.2. See Reading Goal 1.2	5B.2. See Reading Goal 1.2	5B.2. See Reading Goal 1.2	
		5B.3. See Goal 4.3	5B.3. See Goal 4.3	5B.3. See Goal 4.3	5B.3. See Goal 4.3	5B.3. See Goal 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
	See CELLA Goal 1.1	See CELLA Goal 1.1	See CELLA Goal 1.1	See CELLA Goal 1.1	See CELLA Goal 1.1		

Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
box. The percent of English Language Learners making satisfactory progress in reading will increase from 7% to 16%						
	7%	**16%**				
	—	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. -No electronic accessibility to FAA data (instructional planning tool, mainframe, etc.) -Collecting data with fidelity -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill levels (ACP, content knowledge, certification) -Multiple preparations -Lack of common	5D.1. Strategy: SWDs reading comprehension will improve by **connecting individual needs to instruction as outlined in the IEP**. Action Steps: 1. General ed. and/ or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students	5D.1. Who -Principal -Assistance Principal -Case Manager How -IEP Progress Reports reviewed by Case Manager	5D.1. Teacher Level -Teachers will analyze SWD student work samples, end of unit/chapter tests, and various activities as delivered during demonstration classrooms. -Teacher collected data will be recorded and discussed in monthly PLC meetings. -Teachers will review data and determine future lesson development and differentiated instructional needs in PLCs. PLC/Department Level -PLCs will review unit assessments. -PLC facilitator (which changes each month) will share data, via PLC logs, with Department Heads, APC, LLT, and RTI Team. Leadership Team Level -The RTI/LLT Teams will review assessment data for positive trends at a minimum of once per nine weeks.	5D.1. 2-3x Per Year - FAIR On-going Progress Monitoring in comprehension During Grading Period - Unit assessments/ Embedded Assessments for SWD students - Nine weeks grades for SWD students		

	planning time -Lack of understanding of the IEP and instructional accommodations	will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. As a Professional Development activity in their PLCs, teachers will discuss implementation of IEP strategies and modifications. 5. PLC teachers instruct students implementing IEP strategies and accommodations. 6. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 7. Teachers bring SWD assessment data back to the PLCs. 8. Based on the data, teachers discuss techniques that were effective for SWD students.				

		9. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques. 10. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).					
Reading Goal #5D: Enter narrative for the goal in this box. The percent of students with disabilities that are making progress in reading will increase from 22% to 30%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	22%	**30%**					

		5D.2. See Reading Goal 1.1	5D.2 See Reading Goal 1.1	5D.2. See Reading Goal 1.1	5D.2. See Reading Goal 1.1	5D.2. See Reading Goal 1.1	
		5D.3 See Goal 4.1	5D.3 See Goal 4.1	5D.3 See Goal 4.1	5D.3 See Goal 4.1	5D.3 See Goal 4.1	
		5D.4 See Goal 4.3	5D.4 See Goal 4.3	5D.4 See Goal 4.3	5D.4 See Goal 4.3	5D.4 See Goal 4.3	

Reading Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SAT/ACT Online	9-12 English and Reading Teachers	Reading Coach and College and Career Counselor	English and Reading Teachers	November 2012	Analysis of SAT/ACT Online reports	Principal, APC, and Reading Coach
AVID	9-12 Teachers	AVID Coordinator and AVID Site Team	ALL Teachers	Ongoing throughout the school year	Classroom walkthroughs, evidence of student work, and demonstration classrooms	Principal, APC, and AVID Coordinator

Strategy Extravaganza

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FAIR Training	9-12 English and Reading Teachers	Reading Coach	English and Reading Teachers	Ongoing throughout the school year	FAIR Assessment Data and Classroom walkthroughs	Principal, APC, and Reading Coach
Project CRISS Follow Up Trainings	9-12 Teachers	Reading Coach	ALL Teachers	Ongoing throughout the school year	Focused Classroom Walkthroughs	Principal, APC, and Reading Coach
PLC and Reading Strategy Training for Content Area Teachers	9-12 Teachers	Reading Coach/ RTI Chair	ALL Teachers	September-December 2012	Demonstration classrooms, demonstration PLCs, classroom walkthroughs, and evidence of student work samples	Principal, APC, Reading Coach, and RTI Chair
Monthly PLCs	9-12 Teachers	Reading Coach and Reading Teachers	ALL Teachers	Once a month	Teachers submit PLC notes to PLC icon and administration addresses any/all listed concerns	Principal, APC, Reading Coach, and RTI Chair
Demonstration Classrooms	9-12 Teachers	Reading Coach	ALL Teachers	On-going throughout the school year	Focused Classroom Walkthroughs focusing on strategies implemented in demonstration	Principal, APC, and Reading Coach
Differentiated Instruction Book Study	9-12 Teachers	Reading Coach	ALL Teachers	November-February	Demonstration classrooms, demonstration PLCs, classroom walkthroughs, and evidence of student work samples	Principal, APC, and Reading Coach
Power of Protocols	9-12 Teaachers	Academic Leadership Team	All Teachers	Ongoiong	Demonstration classrooms, demonstration PLCs, classroom walkthroughs, and evidence of student work samples	Principal, APC, and Reading Coa
Cross-Curriculum training between English and Reading	9-12 Grade English and Reading teachers	Jennifer Wilder, Janelle MacLean, Reading Coach, English/Reading teachers	--English and Reading teachers training each other on the two strategy strands as well as best practices that slip through each other's curriculum --The purpose of these lunch and learns is to provide mini-lessons that meet the direct needs of both English and reading teachers and to share best practices. Teachers will sign up to provide mini-lessons within their skill base while members of the department attend the lunch lessons that address their personal weaknesses or want of more direct trainings.	--Lunch and Learns held bi-weekly (moving towards weekly) to impact teachers with mini-training session to discuss the skills they need most help with to reach SIP goals as well as curriculum requirements. --PLCs meet once a month --English/Reading Department meetings.	--Meetings will end with "Parking Lot" questions/comments to determine if an extension lesson needs to be given or a new skill needs to be taught. --Student data from classroom assessment also determines need for lunch and learn topic. --Monitoring the PLC notes, any questions or suggestions that arise can be addressed via a lunch and learn.	--English Department Head and Assistant Department Head --Individual classroom teacher --PLC team leader --PLCs

End of Reading Goals

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

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1. -Lack of understanding/ varying skill levels regarding how to implement reading strategies for content area teachers. -Lack of time to train teachers on how to properly execute each strategy. -Lack of teacher buy-in. -PLC meetings across content areas do not regularly and consistently include discussion of text complexity and reading strategies necessary to meet the needs of our students.	1.1. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' comprehension will improve through the implementation of specific power of protocol strategies (Cornel Notes, Learning Logs, Exit Slips, Collaborative Learning) in each content area. Action Steps: 1. During pre-planning, SAC Chair and Administrative Resource Teacher will conduct a data focused workshop on school-wide FCAT data and the school grading process. 2. During this training, teachers will identify school-wide issues with our students' reading scores and brainstorm	1.1. 1.1. Who -Principal -APC -Reading Coach -SAC Chair/RTI Chair -Department Heads -RTI Team Members -Content Area Teachers How -PLC logs submitted via Alonso Internal for administrative review. -Classroom walk-throughs observing the designated strategy. Administrators and Department Heads will use the HCPS Informal Observation Pop-In Form (EET tool). -Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs.	1.1. Teacher Level -Student performance data will be recorded and discussed in monthly PLC meetings. -Teachers will review student performance data and determine future lesson development and differentiated instructional needs in PLCs. PLC/Department Level -PLC data will be recorded and discussed in monthly PLC meetings. -PLCs will use data to determine future lesson development and differentiated instructional needs. -PLC facilitator (which changes each month) will share data, via PLC logs, with Department Heads, APC, LLT, and RTI Team. Leadership Team Level -The RTI/LLT Teams will analyze and combine data to determine future school-wide needs.	1.1. 2x Per Year -On-going Progress Monitoring for comprehension via the Achievement Series FCAT Practice test. During Grading Period -Content generated assessments		

		solutions, based on our data. 3. The RTI and LLT will analyze teacher suggestions and narrow our focus into a single, school-wide strategy: Power of Protocols 4. The Reading Coach, with the help of other Reading teachers, will conduct small group trainings, by department, to teach teachers how to use the school-wide chosen strategy tools. 5. Teachers will work with their PLCs to decide how the strategy they are to use fits into their content area and with their textbooks, readings, etc. 6. The RTI members, in conjunction with the Reading Coach, will then conduct demonstration classrooms to ensure that each teacher understands how to properly implement the					

		reading strategies into his/her classrooms and content area. 9. This cycle will continue until all designated reading strategies have been introduced and consistently used in each content area classroom.					
Algebra Goal #1: Enter narrative for the goal in this box. In grades 9-10, the percentage of All Curriculum students scoring in the Middle and Upper Thirds on the 2012 EOC Algebra Exam will increase from 33% to 38%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33	**38**					

		1.2.	1.2.	1.2.	1.2	1.2	
		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. -Teachers do not always plan ahead for higher order open-ended questions during instruction. -Not all teachers are able to attend HOTS training and district only provides limited HOTS training. -Not all teachers	Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through participation in **Costa's Level Questioning** (input, process, and output). As a result, there will be increased use of higher level questions to promote critical thinking and problem solving for both teachers and students across content areas. — Action Steps: 1. AVID site team designs and plans training for staff. Demonstration classrooms are identified and trainings scheduled. 2. The Reading Coach will persistently request the presence of the district-level HOTS trainer to attend an Alonso faculty meeting to teach our instructors on how to properly create and teach students to create	Who -Administrators -AVID Coordinator -Reading Coach -Department Heads How -HCPS Informal Observation Pop-In Form (EET tool) *(which has HOTS as a strategy listed on the form.)* -Demonstration Classroom experience with pre-briefing, observation	. Teacher Level -Teacher assessment data will be recorded and discussed in monthly PLC meetings. -Teachers will review unit assessments and determine future lesson development and differentiated instructional needs in PLCs. PLC/Department Level -PLC unit assessment data will be recorded and discussed in monthly PLC meetings. -PLCs will also examine student work and data from the Costas questioning activities. -PLCs will review unit assessments and determine future lesson development and differentiated instructional needs. -PLC facilitator (which changes each month) will share data, via PLC logs, with Department Heads, APC, LLT, and RTI Team.	.2-3x Per Year -FAIR -Semester Exams in each content area During Grading Period -Student work -Chapter tests -Costa's questioning activities -Projects	

			higher order thinking questions. 4. Teachers implement lessons using Costa's Level Questioning. 5. Teachers assess students by having them identify and create different levels of questions. 6. Teachers bring student work and/or assessments to PLCs. 7. As a professional development activity, PLCs use the data to discuss techniques that were successful. 8. Based on the data, PLCs use the problem-solving process to determine next steps of Costa's Level Questioning techniques. 9. PLCs record their work on the PLC logs. 10. Administrators and Department Heads who lack understanding of Costa's Level of Questioning will be trained.		<u>Leadership Team Level</u> -The RTI/LLT Teams will analyze and combine data to determine future school-wide needs.		
		1.3.	1.3.	1.3.	1.3.	1.3.

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1. See Alg .1.1	2.1. See Alg 1.1	2.1. See Alg 1.1	2.1. See Alg 1.1	2.1. See Alg 1.2		

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| Algebra Goal #2:

Enter narrative for the goal in this box.

In grades 9-10, the percentage of All Curriculum students scoring in the Upper Third on the 2012 EOC Algebra Exam will increase from 3% to 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	3%	**10%**					

		2.2. -Student Attendance -Student Transportation -Communication between regular education teacher and ELP teacher regarding ELP students' strengths and weaknesses.	2.2. Strategy: -The school will use ELP funds to pay teachers as a T-payroll to provide supplemental instruction. -Students will be pulled from elective courses to receive additional services and instruction in reading skills. Additional tutoring is available before school, after school, and during lunch. Action Steps: 1.Upper quartile students are identified by APC and AP. 2. Data Collection Sheet filled out by regular education teachers to inform ELP teachers about students' strengths and weaknesses. 3. ELP teachers will work with students on their weaknesses and report back to regular education teachers about completed activities and students' progress.	2.2. Who -Administrators -Reading Coach -ELP Teachers -General Education Teachers How -APC will regularly audit data collection sheets submitted by general education teachers and maintained by ELP teachers (for each student).	2.2. Teacher Level -Based on initial communication from general education teachers to ELP teachers, students' weaknesses will be identified and targeted. -Based on ELP teachers' work with students and their performance both in class on targeted skill activities and on standardized assessments, we will determine the effectiveness of our ELP program, teachers, and data collection process. PLC/Department Level -PLCs will discuss common areas of student weakness and determine future lesson development and differentiated instructional needs. Leadership Team Level -The RTI/LLT Teams will review data for positive trends at a minimum of once per nine weeks	2.2. 2x Per Year -FAIR Data During Grading Period -In class assignments -Standardized Tests	

		2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
HS Mathematics Goal A: *Enter narrative for the goal in this box.*							

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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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	See Alg 1.1 & Alg 1.2 See	See Alg 1.1 & Alg 1.2	See Alg 1.1 & Alg 1.2	See Alg 1.1 & Alg 1.2	See Alg 1.1 & Alg 1.2		
B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	3B.1. White: 76% Black: 49% Hispanic: 54% Asian: 90% American Indian: N/A	3B.1. N/A	3B.1 N/A	3B.1. N/A	3B.1. N/A		

HS Mathematics Goal B: ___ ⎯ **Goals Met for 2012**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Y Black: Y Hispanic: Y Asian: Y American Indian: N/A	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
C. English Language Learners (ELL) not making satisfactory progress in mathematics.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
	N/A	N/A	N/A	N/A	N/A		
HS Mathematics Goal C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Goals Met for 2012							
	Yes						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
	See Alg Goal 1.1	See Alg Goal 1.1	See Alg Goal 1.1	See Alg Goal 1.1	See Alg Goal 1.1		

HS Mathematics Goal D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The Satisfactory performance of students with disabilities will improve from 19% to 27%							
	19%	27%					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
E. Economically Disadvantaged students not making satisfactory progress in mathematics.	3E.1. N/A	3E.1. N/A	3E.1. N/A	3E.1. N/A	3E.1. N/A		
HS Mathematics Goal E: **Goals Met for 2012**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Yes						

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
PLC and Reading Strategy Training for Content Area Teachers	9-12 Teachers	Administrative Resource Teacher/ RTI Chair	ALL Teachers	September-December 2011	Demonstration classrooms, demonstration PLCs, classroom walkthroughs, and evidence of student work samples	Principal, APC, Reading Coach, and RTI Chair
Monthly PLCs	9-12 Teachers	Math Teachers	ALL Teachers	Twice a month	Teachers submit PLC notes to PLC icon and administration addresses any/all listed concerns	Principal, APC, Department Head, and RTI Chair
Demonstration Classrooms	9-12 Teachers	Reading Coach	ALL Teachers	On-going throughout the school year	Focused Classroom Walkthroughs focusing on strategies implemented in demonstration	Principal, APC, and Reading Coach

End of Mathematics Goals

Writing/Language Arts Goals

Writing/ Language Arts 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1. --Training the YBG Formula, a new strategy, within the English/Reading department as well as across the curriculum. --Practice using strategy with fidelity and seeing strategy modeled in classroom. --Teachers new to teaching learning how and when to integrate this strategy. --Time to train/ model for teachers how to differentiate this skill in myriad forms.	1.1. --The purpose of this strategy is to increase students' ability to write on topic while providing ample support that advances a thesis. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include **PLC collaboration, Writing Workshops, lunch and learns, analyzing a writing prompt, and effective holistic scoring methods**.	1.1. --Administration --English/Reading Department Head and Assistant Department Head --Individual classroom teachers --PLC Facilitator --PLCs	1.1. --FCAT writing scores (baseline data to in-class writing to FCAT writing scores). --Disaggregating FCAT writing data using data collection sheets provided by Hillsborough county. --Text-making literature and non-fiction texts for topic, support and thesis (controlling idea).	1.1 --Baseline Writing samples. --Drafts and final drafts of SpringBoard Writing Workshops. --Using gradual release method, students' individual text marking samples of both literature and non-fiction texts. --PLC work samples. --Quick writes. --Student Writing Portfolios.

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

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Writing/LA Goal #1:		
In grades 9-10, the percentage of All Curriculum students scoring a Level 4 or higher on the 2013 FCAT Writing will increase from 89% to 90% by way of the YBG formula (Yellow + Blue = Green) and analyzing a writing prompt.		
	89%	90%

1.2.

1.2.

1.2.

--The purpose of this strategy is to increase students' ability to deconstruct writing prompts in order to write clear, purposeful texts that meet all the requirements of the assessment.

--Administration

--English/Reading Department Head and Assistant Department Head

--Individual classroom teachers

--PLC Facilitator

--PLCs

1.2.

--FCAT writing scores (baseline data to in-class writing to FCAT writing scores).

--Disaggregating FCAT writing data.

1.2.

--Baseline Writing samples.

--Drafts and final drafts of SpringBoard Writing Workshops.

--Mini-lessons addressing distinct focal points of the "Analyzing a Writing Prompt" checklist.

--PLC work samples.

--Quick writes.

--Student Writing Portfolios.

--FCIMs

--Training new and veteran teachers how to use the analyze a writing prompt step by step process we are using school wide.

--Teacher confidence using a method they have not had an opportunity to practice.

--Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric.

--Teachers have not received district training for the new FCAT scoring rubric.

--Teachers lack time to meet and discuss, across levels, student needs in deconstructing various writing prompts.

--Teacher realization that writing prompts do not solely belong to

timed writing
assignments.

			1.3.	1.3.	1.3.	1.3.	1.3.

| Power of Protocol | 9-12 Grade English and Reading teachers | Larissa McCoy-Mitti, Eva Philpot, Keven Norton, Heidi Quintana, Janelle MacLean | --English/Reading department

--PLC grade level groups

--Entire Faculty | --August 2012 Pre-Planning.

--Lunch and learns offered bi-weekly.

--PLCs (to introduce and follow through on strategy.

--Teacher training of skills during once a month faculty meetings. | --Demonstration classrooms

--Lunch and Learns

--PLC focus on Power of Protocols and discussing student sample work | --Administration

--Reading Coach

--English Department Head and Assistant Department Head

--Individual classroom teachers |
| Demonstration Classrooms | 9-12 Grade English and Reading teachers | Jennifer Wilder, Janelle MacLean, English and Reading department members | --English/Reading department

--New teachers to have more access to mentor teacher classrooms

--Open to all faculty members | --Demonstration classrooms are held each semester | --Teachers utilizing skills in their classroom then bringing student data to PLCs to analyze

--Teacher reflection in English department meetings | --Administration

--Reading Coach

--English Department Head and Assistant Department Head

--Individual classroom teachers |

| Cross-Curriculum training between English and Reading | 9-12 Grade English and Reading teachers | Jennifer Wilder, Janelle MacLean,

 English and Reading department members | --English and Reading teachers training each other on the two strategy strands as well as best practices that slip through each other's curriculum

 --The purpose of these lunch and learns is to provide mini-lessons that meet the direct needs of both English and reading teachers and to share best practices. Teachers will sign up to provide mini-lessons within their skill base while members of the department attend the lunch lessons that address their personal weaknesses or want of more direct trainings. | --Lunch and Learns held bi-weekly (moving towards weekly) to impact teachers with mini-training session to discuss the skills they need most help with to reach SIP goals as well as curriculum requirements.

 --PLCs meet once a month

 --English/Reading Department meetings. | --Meetings will end with "Parking Lot" questions/comments to determine if an extension lesson needs to be given or a new skill needs to be taught.

 --Student data from classroom assessment also determines need for lunch and learn topic.

 --Monitoring the PLC notes, any questions or suggestions that arise can be addressed via a lunch and learn. | --English Department Head and Assistant Department Head

 --Individual classroom teacher

 --PLC team leader

 --PLCs |

Writing/Language Arts Professional Development

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

End of Writing Goals

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

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1		
	Most students with significant unexcused absences have serious personal or family issues that impact attendance. -Lack of time to focus on attendance. -Lack of staff to focus on attendance. -Errors by substitutes and others in attendance, due to student not having ID cards.	-The school Attendance Team, in conjunction with the RTI Team, will meet once a month to discuss attendance issues, including targeted students and strategies for encouraging good attendance, and they will develop an attendance plan for the school. -A database will be maintained by the Dropout Prevention Specialist for students with excessive unexcused absences. -Student will receive ID cards and Lanyards to identify students by grade level and by name	-AP will be chair of attendance team and will facilitate meetings. -Dropout Prevention Specialist will run reports and maintain database. -Dropout Prevention Specialist will prepare letters to send home when students reach a designated number of absences. -The school social worker and guidance department head are part of the team. -RTI Team will analyze system for its effectiveness. -Administrators and teachers	-Attendance team will examine data monthly and report to the RTI Team. -RTI Team will evaluate the attendance data and brainstorm additional ideas to increase the attendance rate at Alonso High School. -we will judge accuracy by the amount of changes we have to make to attendance by the attendance clerk.	-Attendance report -Tardy report -Attendance records.		

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Enter narrative for the goal in this box.							
-Data Source: Opening of School Data Form and SDHC Reports							
-The attendance rate will increase from 92.35% in 2011-2012 to 94% in 2012-2013.							
-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 317 to 290.							
-The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 176 to 165.							
-The attendance rate will increase from 94% to 95%							

by decreasing the amount of errors in attendance.						
	92.35	**94**				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	317	**290**				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	176	**165**				
		1.2. Most students with significant unexcused absences have serious personal or family issues that impact attendance. -Lack of time to focus on attendance. -Lack of staff to focus on attendance.	1.2. A letter will be sent home to the parent when a student reaches 5 and 10 absences. Once a student reaches 10 absences, they will only be excused with administrator approval. -The Dropout Prevention Specialist and Assistant Principals will make contact with chronically absent students' parents via phone calls and face-to-face conferences, as well.	1.2. Dropout Prevention Specialist will prepare letters to send home when students reach a designated number of absences. -Assistant Principals will aid in the contacting of chronically absent students' parents, and they will participate in face-to-face meetings with students and their parents when appropriate. -RTI Team will analyze system for its effectiveness.	1.2. -Attendance team will examine data monthly and report to the RTI Team. -RTI Team will evaluate the attendance data and brainstorm additional ideas to increase the attendance rate at Alonso High School.	1.2. Attendance report -Tardy report -Copies of phone and conference logs -Copies of letters sent home to parents by the Dropout Prevention Specialist

		1.3. See 1.1	**1.3** -RTI Team will ensure that attendance is further addressed in the "Quarterly Warning Letters" sent to at-risk 9th grade students half way through the 1st 9 weeks and all other at-risk students after the first marking period, and each marking period thereafter. -This letter will include the number of days that the student has been marked absent and whether or not those absences are excused or unexcused (among other academic areas of concern—GPA, no. of credits, etc.).	1.3. See Goal 1.1 and 1.2 -School Psychologist -RTI Team -Guidance Counselors	1.3. See Goal 1.1	1.3. -See Goal 1.1 -Copies of "Quarterly Warning Letters" sent home to parents by the School Psychologist and Guidance Counselors	

		1.4	1.4	1.4	1.4	1.4	
		See Goal 1.1	-The school will give the SD4133A Report to the Attendance Monitor (for the SD4133A Report, Set the default at 3 unexcused absences.). This will occur daily at the beginning of each day (for the day before), or daily after all attendance has been completed, usually around 11am. -The attendance monitor will make phone calls on students with 3 or more unexcused absences. -If the attendance monitor makes contact with a parent, the parent will be instructed to contact the school ASAP to discuss his/her child's attendance issues with school personnel. - When the calls are completed, the monitor will provide a copy of the completed calls to the appropriate personnel. - The attendance monitor will also give sheets to designated school personnel that contain phone numbers that are out of order, disconnected, or incorrect. The DP	-Attendance Monitor -Attendance Team -Principal -Administrators -School Psychologist -Guidance Counselors	-The Attendance Team and RTI Team will monitor the reports provided by the Attendance Monitor.	Attendance Reports -Call Logs	

			clerk will update this information. -For record keeping purposes, the school will keep all attendance reports from the attendance monitor with the daily attendance forms filled out by homeroom teachers.				

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
Attendance Plan	9-12	AP	Attendance Team	August/September then ongoing	Review plan and data every 30 days	AP
Quarterly Warning Letters	9-12	AP and School Psychologist	RTI Team and Guidance Counselors	Each Nine Weeks	Review data at the end of each nine weeks	AP

Bi-Weekly PLCs	9-12 Teachers	Guidance Counselors and Drop Out Prevention Specialist	ALL Guidance Counselors and Drop Out Prevention Specialist	Twice a month	Teachers submit PLC notes to PLC icon and administration addresses any/all listed concerns	Principal, APC, Department Head, and RTI Chair

End of Attendance Goals

<u>Suspension Goal(s)</u>

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
	1.1. -Students continually misbehave and have no motivation to follow rules. –If behavior improves, students are not recognized for the turn-around in their behavior. -All interventions for misbehavior are negative in nature. -Errors may be made due the the fact that students may not be honest with attendance. -Substitutes may not be able to identify students. -Teachers may not be able to identify trespassers	-The RTI Team will implement positive behavior reinforcement. -There will be a Wall of Fame, which will feature students who have made improvements in behavior. -We will also continue to implement a Raven Recess each semester that recognizes those students who meet a certain criteria related to good behavior. -The community and our students' parents will support this endeavor through donations and rewards -Students will receive ID cards and lanyards which identify them by grade level and name.	RTI Team -School Psychologist -Administrators, Teachers	RTI Team and school psychologist will review data on office discipline referrals and suspensions. We will evaluate the success of the ID cards by the amount of referrals, that have to be deleted by student affairs assistant principals.	-Crystal report ODR and suspension data cross-referenced with mainframe discipline data -Records for deleted incidents.		

Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
Enter narrative for the goal in this box.	In –School Suspensions	In- School Suspensions					
Data Source: SDHC Reports							
-The total number of In-School Suspensions will decrease from 1878 in 2011- 2012 to 1768 in 2012-2013							
-The total number of students receiving In-School Suspension will decrease from 722 to 2012-2013 to 622.							
-The total number of Out-of-Suspensions (including ATOSS) will decrease from 538 in 2011-2012 to 488 in 2012-2013.							
-The total number of students with out of school suspensions (including Atoss) will decrease from 301 in							

2011-2012 to 276 -We will decrease the number of Incidents for skipping, and trespassing (Referrals) by 5%.						
	1878	**1768**				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In –School				
	722	**662**				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	538	**488**				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	301	**276**				

		1.2.	1.2.	1.2.	1.2.	1.2.	
		There is a wide variation in the number of discipline referrals generated across classrooms.	-The administrative team will review data and make recommendations for additional classroom management training to teachers in need.	-Administrative team (Principal and APs) -School Psychologist	EdConnect referral data and suspension data cross-referenced with mainframe discipline data	EdConnect referral data and suspension data cross-referenced with mainframe discipline data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

| 1. **Dropout Prevention**

Dropout Prevention Goal #1:

Please refer to the percentage of students who dropped out during the 2011-2012 school year. | 1.1.

-Lack of time to create and maintain database of students who are at risk. | 1.1.

-Dropout Prevention Specialist will identify at-risk students and keep a database for continuous monitoring. - She will keep RTI Team and administrative team up to date on at-risk students and identify those that may need extra motivation or adult guidance.

-RTI Team will make sure that all possible intervention strategies are being used to help at-risk students and will employ additional interventions, if necessary. | 1.1.

-AP

-Dropout Prevention Specialist

-RTI Team | 1.1.

-Monitoring and reporting of database at RTI Team monthly meetings. | 1.1.

-Database | | |

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

-The dropout rate will decrease from % in 2011-2012 to % in 2012-2013. -The graduation rate will increase from % in 2011-2012 to % in 2012-2013.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	TBD	**TBD**				
	2012Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	TBD	**TBD**				
		1.2. -Parents are not aware of their students' academic/ behavioral standing at school. -Parents do not understand the seriousness of maintaining a 2.0 GPA and obtaining 24 credits.	1.2. -Using data collected from IPT and other databases, the RTI Team will process "Quarterly Warning Letters" to at-risk students' parents in grades 9-12. -The letters will be mailed through the USPS in an attempt to guarantee delivery.	1.2. -AP -School Psychologist -Dropout Prevention Specialist -RTI Team	1.2. -Monitor scholarship reports, attendance reports, GPA cutoff reports, and deficient credit reports (via SDHC) each nine weeks to determine positive trends.	1.2. -Database -Parent Response -Change in Student Achievement from one nine weeks to the next

		1.3. -Number of students enrolled at AHS makes it difficult to target all at-risk students. -Each at-risk student has a different background and different academic/behavioral needs. -Guidance counselors and Dropout Prevention Specialist have difficulty meeting one-on-one with every at-risk student because there are so many.	1.3. -Using SDHC, create a list of all students who are at risk of dropping out (due to a low GPA or lack of credits), and enroll them in the IMPACT class and/ or Credit Recovery classes offered on campus. -Credit Recovery and IMPACT teachers will monitor students to ensure that they are enrolled in the proper courses.	1.3. -APC -Guidance Counselors -Credit Recovery Teacher -IMPACT Teacher	1.3. -Each nine weeks, Guidance Counselors, the Credit Recovery teacher, and the IMPACT teacher will re-evaluate the needs and progress of the students in their alphabet/classes. -If progress is not being made, teachers will conference with student to create an action plan for completion.	1.3. -Credit Recovery and IMPACT reports via the computer-based system they use for instruction	

		1.4	1.4	1.4	1.4	1.4	
		-Lack of communication between Alonso and feeder schools -Lack of resources for t-shirts and food for incoming students	-Invite students from feeder middle schools to visit our campus, meet our teachers and staff, view our elective offerings by way of a performance in the auditorium, participate in a Q&A session about high school, and tour the campus. -This will assist in eliminating some of the fears that high school invokes and get students excited about coming to and graduating from Alonso.	-Principal -APC -APSAs -Elective Teachers -Leadership Teacher -Leadership Students -Alonso Performers	-Request and analyze feedback from feeder schools regarding effectiveness of program and student response to program.	-Surveys submitted by faculty and staff from feeder schools regarding their opinions (and their students' opinions) of the effectiveness of the program.	

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	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	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
Monthly PLCs	9-12 Teachers	PLC Leader Guidance Counselors and Drop Out Prevention Specialist	ALL Guidance Counselors and Drop Out Prevention Specialist	Once a month	Teachers submit PLC notes to PLC icon and administration addresses any/all listed concerns	Principal, APC, Department Head, and RTI Chair

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	NA	NA	NA	NA	NA		

NA	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*				
	NA	**NA**				

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. **Parent Involvement** Parent Involvement Goal #1:	NA	NA	NA	NA	NA	

	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Enter narrative for the goal in this box. NA							
	NA	NA					
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2. Parent Involvement Parent Involvement Goal #2:	2.1. NA	2.1. NA	2.1. NA	2.1. NA	2.1. NA		
NA	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	NA	NA					
		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
Parent Communication	9-12	AP	School wide	August (Open House)	Edline usage	AP

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)).

Health and Fitness Goal	Problem-Solving Process to Increase Student Achievement					

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		
1. Health and Fitness Goal Health and Fitness Goal #1:	1.1. Students may not be as focused in a non-academic class. Personal Health and personal habits could affect students performance.	1.1. -High school students will engage in a minimum of two semesters of physical education in grades 9-12.	1.1. -APC -Guidance counselors	1.1. -Checking of student schedules	1.1. -Master schedule -SILK scheduling system		

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

During the 2012-2013 school year, the number of students scoring in the healthy fitness zone on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 30% on the pretest to 40% on the posttest.	2011 Current Level :*	2011 Expected Level :*				
	30% **(160 students)**	**40%** **(213 students)**				
		1.2. Students may not be as focused in a non-academic class. Personal Health and personal habits could affect students performance.	1.2. -Five physical education classes a week for a minimum of two semesters in grades 9-12 with a certified physical education teacher.	1.2. -Physical education teacher	1.2. -Classroom walkthroughs of PE classes	1.2. -PACER test component for assessing cardiovascular health

		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly PLCs	9-12 Teachers	Department Head	All Teachers in the PE department	Once a month	Teachers submit PLC notes to PLC icon and administration addresses any/all listed concerns	Principal, APC, Department Head, and SAC Chair

Continuous Improvement Goal(s)

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

Continuous	**Problem-Solving**						

Improvement Goal	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?	Evaluation Tool		

| 1. Continuous Improvement Goal

Continuous Improvement Goal #1: | 1.1.

-Teachers have very little time for collaboration and sharing.

-Teacher do not always respond to administrator led trainings

-Teachers don't always feel comfortable asking others for help. | 1.1.

-PLCs will meet one day per month to allow teachers more time to work together.

-Departments will have a common lunch to encourage collaboration with teaching strategies

-We will implement a academic leadership team that will meet on the Third Tuesday of the Month. This meeting will be run by teacher to support best practices in the classroom. | 1.1.

-APC

ART

- Academic Leadership Team

-Department Heads

-Ac | 1.1.

-Administrative visits to PLCs and lunch meetings

-Follow up discussion on Academic Leadership Team Meetings. | 1.1.

-SCIP | | |
|---|---|---|---|---|---|---|---|

Based on the *School Climate and Perception Survey for Parents,* the percentage of teachers who strongly agree with the indicator "Proccess are in place for differentiating instruction " will increase from 54.6% to 60% in 2012.	2011 Current Level :*	2012 Expected Level :*					
	54.6%	**60%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

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

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).	A.1.	A.1.	A.1	A.1.	A.1.		
	NA	NA	NA	NA	NA		

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

Reading Goal A: Enter narrative for the goal in this box. NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	* NA	* NA				

B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		
	NA	NA	NA	NA	NA		

Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box. NA						
	* NA	* NA				

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

| C. Students scoring proficient in Listening/ Speaking. | 1.1.

Teachers at varying skill levels for the use of CRISS strategies.

ELL Students at varying levels of language acquisition, with inconsistent acculturation.

Lack of understanding of the range of ELL accommodations. | 1.1.

ELL understanding and comprehension of course content/standards improves in reading, language arts, mathematics, science and social studies through teachers working collaboratively to focus on ELL student learning.

Action Steps:

Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, and reading and writing.

Action Steps

-Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.

-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/speaking, reading and writing.

-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by | 1.1

<u>Who</u>

-School based Administrators

-ESOL Resource Teachers

-PLC Facilitators

<u>How</u>

PLC logs (with specific ELL information) for like courses/ grades. | 1.1.

ERTs are on the leadership team to update the team on ELLs (inclusive of LFs) performance data.

-ERTs meet with core content teachers during PLC meetings to review ELL (inclusive of LFs) performance data.

-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)

PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data.

-DRTs meet with administration to review ELLs performance data | 1.1.

FAIR

-CELLA

<u>During the Grading Period</u>

-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance | |

		the ELL Department) in Reading, Language Arts, Math, Science and Social Studies.		and progress of ELLs (FAIR/CELLA/ district-wide baseline and mid-year test).		
		-PLCs generate SMART goals for ELL students for upcoming units of instruction.				
		-PLCs/teachers plan for upcoming lessons/units using targeted strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/ speaking, reading and writing.				
		-PLCs/teachers plan for accommodations for core curriculum content and assessment.				
		-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.				
		-Based on the data, PLCs/ teachers plan interventions for targeted ELL students using the resources including CRISS strategies and the Power of Protocols				

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

CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
Enter narrative for the goal in this box. ELL students proficient in listening and speaking will increase from 52% to 57%						
	52%					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

D. Students scoring proficient in Reading.	2.1.	2.1	2.1.	2.1.	2.1.	
	See Cella Goal 1.1	See Cella Goal 1.1 .	See Cella Goal 1.1	See Cella Goal 1.1	See Cella Goal 1.1	
CELLA Goal #D: Enter narrative for the goal in this box. Ell students who are proficient in reading will increase from 20% to 28%	2012 Current Percent of Students Proficient in Reading :					
	20%					

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
E. Students scoring proficient in Writing.	2.1. See Cella Goal 1.1	2.1. See Cella Goal 1.1	2.1. See Cella Goal 1.1	2.1. See Cella Goal 1.1	2.1. See Cella Goal 1.1	

CELLA Goal #E: Enter narrative for the goal in this box. Ell students who are proficient in reading will increase from 28% to 36%.	2012 Current Percent of Students Proficient in Writing :					
	28%					

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

F. **Florida Alternate Assessment:** Students scoring at in mathematics (Levels 4-9).	F.1. NA	F.1. NA	F.1. NA	F.1. NA	F.1. NA		
Mathematics Goal F: Enter narrative for the goal in this box. NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	NA	NA					
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1. NA	G.1. NA	G.1. NA	G.1. NA	G.1. NA		

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1. See Alg 1.1	1.1. See Alg 1.1	1.1. See Alg 1.1	1.1 See Alg 1.1	1.1. See Alg 1.1		

Geometry Goal H: Enter narrative for the goal in this box. In grades 9-10, the percentage of All Curriculum students scoring in the Middle and Upper Third on the 2012 EOC Geometry Exam will increase from 64% to 67%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	64%	**67%**				
		1.2. See Alg 1.2	1.2. See Alg 1.2	1.2. See Alg 1.2	1.2. See Alg 1.2	1.2. See Alg 1.2
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

I. **Students scoring in the upper third on Geometry.**	2.1. See Alg 2.1	2.1. See Alg 2.1	2.1. See Alg 2.1	2.1. See Alg 2.1	2.1. See Alg 2.1		
Geometry Goal I: Enter narrative for the goal in this box. In grades 10-11, the percentage of All Curriculum students scoring in the Upper Third on the 2012 EOC Geometry Exam will increase from 26% to 29%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	26%	**29%**					

		2.2. See Alg 2.2	2.2. See Alg 2.2	2.2. See Alg 2.2	2.2. See Alg 2.2	2.2. See Alg 2.2	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1. NA	J.1. NA	J.1. NA	J.1. NA	J.1. NA		
Science Goal J: Enter narrative for the goal in this box. NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	* NA	NA					

NEW Biology End-of-Course (EOC) Goals

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Teachers' identification of students to target for additional help. PLC's struggle to analyze data from different class based assessments.	Strategy Student achievement improves through teachers' collaboration with the reading coach. Actions Reading coach conducts one-on-one data chats with individual teachers using the teacher's and students past data. PLC's to: Facilitates the selection of rigorous core common assessments Facilitate core assessment data analysis	Who: Administration How: -Review reading coach's log -Review PLC data analysis and monthly log	-Tracking coach's participation in PLCs and data chats -Administrator and reading coach meetings to review log and discuss action plan for upcoming month.	3x per year -Form Data 6x per year -Mini unit assessments		

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

Biology Goal K:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students in the middle and upper third on the 2013 End-Of-Course Biology Exam will increase from 62% to 66%							
	62%	**66%**					
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

L. Students scoring in upper third in Biology.	2.1. PLC's struggle to analyze data from different class based assessments.	2.1. Teachers will administer county unit assessments. ____ PLC's to: Facilitates the selection of rigorous common assessments and analyze mini assessment data.	2.1 Who: Administration and lead teacher How: -Review PLC data analysis and monthly log	2.1. -Administrator and lead teacher meetings to review log and discuss action plan for upcoming month.	2.1. 6x per year -Mini unit assessments		
Biology Goal L: The percentage of students in the middle third on the 2013 End-Of-Course Biology Exam will increase from 35% to 38%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	35%	38%					

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

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase project and inquiry based lessons in math and science.	1.1. Common planning time for subject area teachers.	1.1. –Documentation of planning of units and outcomes in PLCs' logs.	1.1. PLC and subject area lead teachers/department heads.	1.1. Administrator and lead teacher walk-through and PLC log reviews.	1.1. Logged number of project-inquiry based lessons in math and science per nine weeks.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	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
PLC and Reading Strategy Training for Content Area Teachers	9-12 Teachers	PLC Leader Administrative Resource Teacher/ RTI Chair/Reading Coach	ALL Teachers	September-December 2011	Demonstration classrooms, demonstration PLCs, classroom walkthroughs, and evidence of student work samples	Principal, APC, Reading Coach, and RTI Chair
Monthly PLCs	9-12 Teachers	Science Teachers	ALL Teachers	Monthly	Teachers submit PLC notes to PLC icon and administration addresses any/all listed concerns	Principal, APC, Department Head, and RTI Chair
Demonstration Classrooms	9-12 Teachers	Reading Coach	ALL Teachers	On-going throughout the school year	Focused Classroom Walkthroughs focusing on strategies implemented in demonstration	Principal, APC, and Reading Coach

End of STEM Goal(s)

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

CTE 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase the overall percentage of students enrolled in Business Technology Education classes that achieve at least one Industry Certification from 35% to 38%.	1.1. A large number of students achieved industry certification during the 2011-2012 school years. Once a student achieves certification, they cannot achieve the same certification again. As a result, the overall population that can potentially achieve certification is smaller than during the 2011-2012 school year.	1.1. Implement a department wide plan designed to establish consistent benchmarks. This will allow for better pacing of students.	1.1. Matthew Hernandez	1.1. Progress monitoring of students and department wide analysis of teaching and practice methods.	1.1. Final results and percent pass rate of Industry Certification Exams.

CTE Professional Development

Professional Development (PD) aligned with Strategies through

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	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
PLC and Reading Strategy Training for Content Area Teachers	9-12 Teachers	Administrative Resource Teacher/ RTI Chair/Reading Coach	ALL Teachers	September-December 2011	Demonstration classrooms, demonstration PLCs, classroom walkthroughs, and evidence of student work samples	Principal, APC, Reading Coach, and RTI Chair
Monthly PLCs	9-12 Teachers	Business/Career Teachers	ALL Teachers	Monthly	Teachers submit PLC notes to PLC icon and administration addresses any/all listed concerns	Principal, APC, Department Head, and RTI Chair
Demonstration Classrooms	9-12 Teachers	Reading Coach	ALL Teachers	On-going throughout the school year	Focused Classroom Walkthroughs focusing on strategies implemented in demonstration	Principal, APC, and Reading Coach

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 activities of the School Advisory Council for the upcoming year.

- ● SIP Development and Revision

- ● Waiver Discussion for EdLine

- ● Review Testing Data for Trends in Student Achievement

- ● Review Nine Week Grading Data for Trends in Student Achievement

- ● Budget Development

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 2.3	All students who maintain honor roll will be eligible to attend an AHS A Team celebration where SAC funds are used to provide student incentives, such as **food** and gift cards.	$2100.00	
Reading Goal 2.3	Students who do their best academically, have good behavior, and show their best effort in school will be rewarded with Raven's Best celebration. SAC funds will be used to purchase food, prizes, medallions, and certificates.	$850.00	
Drop Out Prevention Goal 1.4	To excite and motivate future Ravens to come to and graduate from Alonso, we will invite 8th grade students from feeder schools to our campus to meet our teachers and staff, view our elective offerings by way of a performance in the auditorium, participate in a Q&A session about high school, and tour the campus.	$2275.70	

Attendance Goal 1.1, Suspension Goal 1.1	In order to increase accuracy in attendance, and ensure a smaller number of incidences of referrals, all students will receive ID cards and lanyards that identify them by grade level.	1500.00	
Final Amount Spent			