

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

**Robinson High School**

**2012-2013 SCHOOL IMPROVEMENT PLAN**

## PART I: SCHOOL INFORMATION

|                                   |                                |
|-----------------------------------|--------------------------------|
| School Name: Robinson High School | District Name: Hillsborough    |
| Principal: Johnny Bush            | Superintendent: MaryEllen Elia |
| SAC Chair: Brenda Wash            | Date of School Board Approval: |

**Commented [DP1]:** Mr. Bush, I enjoyed reading your school improvement plan and can tell that you and your leadership team put a lot of time and effort into it. Any comments that must be corrected for the SIP to be complete and meet minimum requirements will be highlighted in yellow. Thank you!

### 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           | Johnny Bush | Ed Leadership (K-12), Hearing Impaired (K-12), School Social Work (K-12) | 2 years, 8 months                 | 9 years                             | 07-08 C (Prof, R=44%, M=70%, Wr=86%, Sci=40%, LG,R=52%, LG,M=74%, BQ,R=42%, BQ,M=67%) AYP= No 72% (Brandon)<br>08-09 C (Prof, R=43%, M=71%, Wr=83%, Sci=38%, LG,R=46%, LG,M=72%, BQ,R=45%, BQ,M=61%) AYP= No 74% (Brandon)<br>09-10 B (same as above) AYP= No 95% (RHS)<br>10-11 B (Prof, R=59%, M=86%, Wr=81%, Sci=60%, LG, R=56%, LG M=84%, BQ R=33%, BQ M=76%) AYP=87%<br>11-12 Pending (Prof, R=61%, M=70%, Wr=88%, Sci=N/A, 11-12 only, LG, R=69%, M=47%, BQ, R=64%, M=61%) |
| Assistant Principal | Gary Brady  | Ed Leadership (K-12), English (6-12), ESOL Endorsement                   | 8 months                          | 4 years                             | 09-10 C (Prof, R=51%, M=76%, Wr=82%, Sci=39%, LG, R=54%, LG, M=73%, BQ, R=43%, BQ, M=56%) (Strawberry Crest High School)                                                                                                                                                                                                                                                                                                                                                         |

**Commented [DP2]:** Wow! Very impressive©

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|                     |                  |                                                                                  |                  |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------|------------------|----------------------------------------------------------------------------------|------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                  |                                                                                  |                  |                  | 10-11 B (Prof, R=50%, M=80%, Wr=78%, Sci=38%, LG, R=46%, M=79%, BQ, R=43%, M=61%) (Strawberry Crest High School)<br>11-12 Pending (Prof, R=61%, M=70%, Wr=88%, Sci=N/A, 11-12 only, LG, R=69%, M=47%, BQ, R=64%, M=61%)                                                                                                                                                                                                                                                                                                                                            |
| Assistant Principal | Johan von Ancken | Ed Leadership (K-12), English (6-12), ESOL Endorsement, Political Science (6-12) | 3 months         | 7 years          | 07-08 B (Prof, R=49%, M=81%, Sci=51%, W=89%, LG, R=57%, LG, M=81%, BQ,R=53%, BQ,M=76% AYP= No 90% (Tampa Bay Tech)<br>08-09 B (Prof, R=44%, M=79%, W=88%, Sc=42%, LG,R=51%, LG, M=77%,BQ,R=49%, BQ,M=64%, AYP= No 87% (Tampa BayTech)<br>09-10 B (Prof, R=46%, M=82%, W=89%, SC=48%, LG,R=50%, LG,M=78%; BQ,R=46%, BQ,M=65% AYP= No (Tampa Bay Tech)<br>10-11 B (Prof., R=51%, M=82%, Wr=79%, Sci=44%, LG, R=50%, M=80%, BQ, R=46%, M=64%) (Tampa Bay Tech)<br>11-12 Pending (Prof, R=61%, M=70%, Wr=88%, Sci=N/A, 11-12 only, LG, R=69%, M=47%, BQ, R=64%, M=61%) |
| Assistant Principal | Marcia Monk      | PE 6-12, Ed Leadership (K-12)                                                    | 7 years          | 12 years         | 07-08 B (same as above) AYP= No 97%<br>08-09 B (same as above) AYP= No 82%<br>09-10 B (same as above) AYP= No 95%<br>10-11 B (Prof, R=59%, M=86%, Wr=81%, Sci=60%, LG, R=56%, LG M=84%, BQ R=33%, BQ M=76%) AYP=87%<br>11-12 Pending (Prof, R=61%, M=70%, Wr=88%, Sci=N/A, 11-12 only, LG, R=69%, M=47%, BQ, R=64%, M=61%)                                                                                                                                                                                                                                         |
| Assistant Principal | Niki Lockett     | Ed Leadership (K-12), Reading Endorsement, Family Consumer Science (6-12)        | 2 years 3 months | 2 years 3 months | 07-08 B (Prof, R=49%, M=81%, Sci=51%, W=89%, LG, R=57%, LG, M=81%, BQ,R=53%, BQ,M=76% AYP= No 90% (Tampa Bay Tech)<br>08-09 B (Prof, R=44%, M=79%, W=88%, Sc=42%, LG,R=51%, LG, M=77%,BQ,R=49%, BQ,M=64%, AYP= No 87% (Tampa BayTech)<br>09-10 B (Prof, R=46%, M=82%, W=89%, SC=48%, LG,R=50%, LG,M=78%; BQ,R=46%, BQ,M=65% AYP= No (Tampa Bay Tech)<br>10-11 B (Prof, R=59%, M=86%, Wr=81%, Sci=60%, LG, R=56%, LG M=84%, BQ R=33%, BQ M=76%) AYP=87%<br>11-12 Pending (Prof, R=61%, M=70%, Wr=88%, Sci=N/A, 11-12 only, LG, R=69%, M=47%, BQ, R=64%, M=61%)      |
| Assistant Principal | Brian Hoover     | Ed Leadership (K-12), Social Sciences (6-12)                                     | 3 months         | 3 months         | Pending                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**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      | Michael Martin | English 6-12 Reading Endorsement ESOL | 7                                 | 7                                         | B<br>BQ 64 Yes                                                                                                                                                                            |

**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. New Staff Breakfast and Orientation | Principal/Teachers/Assistant Principals | August                    |                                             |
| 2. "Buddy Teacher" Program             | Principal/Veteran Teachers              | ongoing                   |                                             |
| 3. TIP/ACP Mentoring and Training      | Assistant Principal/Mentors             | ongoing                   |                                             |
| 4. Teacher Interview Day               | Principal, APC's, Dept heads            | June                      |                                             |
| 5. MAP and Performance Pay             | Principal and Teachers                  | October/June              |                                             |
| 6. District Peer Program               | District Peers                          | 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.

|                                                                    |                                                                                                            |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Number of staff and paraprofessional that are teaching out-</b> | <b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b> |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|

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| <b>of-field/ and who are not highly effective.</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Teachers <ul style="list-style-type: none"> <li>• 8 out of field</li> </ul> | Depending on the needs of the teacher, one or more of the following strategies are implemented.<br><u><b>Administrators</b></u><br>Meet with the teachers four times per year to discuss progress on: <ul style="list-style-type: none"> <li>• Preparing and taking the certification exam</li> <li>• Completing classes need for certification</li> <li>• Provide substitute coverage for the teachers to observe other teachers</li> <li>• Discussion of what teachers learned during the observation(s)</li> </ul> <u><b>Academic Coach</b></u> <ul style="list-style-type: none"> <li>• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis</li> </ul> <u><b>Subject Area Leader/PLC</b></u><br>The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all. |

**Staff Demographics**

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Qualified Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--------------------------------------------|---------------------------------------------|--------------------------------------------|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 101                                 | 1.9%<br>(2)              | 12.8%<br>(13)                              | 49.5%<br>(50)                               | 35.6%<br>(36)                              | 49.5%<br>(50)                       | 92%<br>(93)                 | 3.9%<br>(4)                 | 7.9%<br>(8)                         | 16.8%<br>(17)            |

**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                                                                                                           |
|----------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Deborah Issac<br>(District EET Mentor) | Aline Loges – First Year Teacher | The district-based mentor is with the EET initiative. The mentor 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. |

**Commented [DP3]:** Since you have new teachers, please make sure to list their names and mentor’s names and mentoring activities.

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|                                        |                                        |                                                                                                                                                           |                                                                                                                                        |
|----------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Beth Burgess<br>(District EET Mentor)  | Helene Lacascade – Second Year Teacher | The district-based mentor is with the EET initiative. The mentor 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. |
| Deborah Issac<br>(District EET Mentor) | Diane Marazzo                          | The district-based mentor is with the EET initiative. The mentor 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. |
| Deborah Issac<br>(District EET Mentor) | Christen Garcia                        | The district-based mentor is with the EET initiative. The mentor 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. |
| Niki Lockett<br>(TIP Mentor)           | Rebekah Buskirk                        | The district-based mentor is with the TIP initiative. The mentor 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. |

**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        |

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|                                         |
|-----------------------------------------|
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Identify the school-based MTSS Leadership Team.<br/>The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes:</p> <ul style="list-style-type: none"><li>• Principal (J. Bush)</li><li>• Assistant Principal for Curriculum (G. Brady; J. VonAncken)</li><li>• Assistant Principal for Administration (M. Monk)</li><li>• Assistant Principal for Student Affairs (B. Hoover; N. Lockett)</li><li>• Guidance Counselors (L. Blake; C. McCarthy; E. Arizu)</li><li>• School Psychologist (J. Guida)</li><li>• Social Worker (C. Jaksec)</li><li>• Academic Coach for Reading (M. Martin)</li><li>• ESE Specialist (C. Parker)</li><li>• Department Heads (S. Smith; B. Gonedridge; K. Chiodo; L. McDowell; G. Earle; J Kaloostian; A. Kersey; R. Reid; V. Cardoso)</li><li>• ELP Coordinator (L. Blake)</li><li>• Media Specialist (P. Marczynski)</li></ul> <p>(Note that not all members attend every meeting, but are invited based on the goals for the meeting)</p> |

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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?

Weekly meetings are held with PSLT members. This leadership team receives information regarding curriculum, instruction and school needs and then brainstorms and determines actions and solutions for this data. They also share with the rest of the stakeholders the topics that are discussed. This leadership team (Department heads, guidance, Tech resource, Administrative Staff, Reading Coach, ESE team member and Tech Resource) also brings needs and concerns to the RTI team that meets monthly and as needed so that concerns and needs are brought forth from the rest of the school staff to resolve needs and manage the day to day tasks for instruction and implementation of school demands. The purpose of the PSLT in our school is to ensure high quality instruction and intervention that is matched to student needs, using data to drive instruction and support for students. The PSLT reviews school-wide data to address all levels of student coursework. The major goals are to see all students achieve adequate yearly progress and to improve other long-term outcomes like attendance and student discipline. Our team uses the collaborative Culture Problem Solving Model and ALL decisions are guided by the review of data. The PSLT is considered the main leadership team in our school. The PSLT will meet monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)The Problem Solving Leadership Team uses the Early Warning Systems to examine whole school data that includes attendance, retention, credits, grade point average, and suspensions. This data is monitored monthly by the Problem Solving Leadership Team to determine if students are responding to interventions. Action Plans are developed based on student needs. Students are provided with additional invention based on the data.
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - Tutoring during the day in small group pull-outs in reading,
  - Extended Learning Programs during and after school
  - Intensive Reading and Math classes
- The PSLT consults with teachers through PLC's with support of academic coaches (reading, math, etc.) to coordinate supplemental services such as the Extended Learning Program and tutoring. These decisions are based on the data provided through the Early Warning Systems. Progress monitored is used to monitor gains.
- Create, manage, and update available school resources
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
  - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
  - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
  - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.



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- Coordinate/collaborate/*integrate* with other working committees, such as the Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

Both our SIP team and our PSLT team were involved in the School Improvement Plan development both during pre-planning and periodically throughout the year. All stakeholders were involved in reviewing school wide data, reviewing last year’s plan, writing this year’s plan and will be responsible for implementing the strategies that were targeted.

Our SIP plan is a working document that is reviewed and revised as needed. Fidelity checks will be done at the end of each quarter. A rubric will be used to evaluate the fidelity process. The PSLT team and PLC’s will use the problem solving process. Reviewing and analyzing data; Developing and testing probable causes for school or student problems that are identified; Developing interventions ; Establishing methods to track the progress of those interventions at regular defined intervals; setting goals to determine when students need more or less support; review goals that are SMART goals; and conduct fidelity checks.

**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.

**Core Curriculum (Tier 1)**

| <b>Data Source</b>                                                                                                 | <b>Database</b>                                     | <b>Person (s) Responsible</b>                     |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------|
| FCAT released tests                                                                                                | School Generated Excel Database                     | Reading Coach, LA SAL, Math SAL, Science SAL, APC |
| Baseline and Midyear District Assessments                                                                          | Scantron Achievement Series Data Book               | PSLT, PLCs, individual teachers                   |
| Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science | Scantron Achievement Series Data Book               | PSLT, PLCs, individual teachers                   |
| Program Generated Assessments                                                                                      | Software in Fast Forward; SAT prep;                 | Individual teachers                               |
| FAIR                                                                                                               | Progress Monitoring and Reporting Network Data Wall | Reading Coach/ Reading PLC Facilitator            |
| CELLA                                                                                                              | Sagebrush (IPT)                                     | ELL PSLT Representative                           |
| Common Assessments* ( <i>see below</i> ) of chapter/segments tests using adopted curriculum resources              | Subject Area Generated Database                     | SALS, individual teachers, PSLT                   |
| Nine Week Exams                                                                                                    | Subject Area Generated Excel Database               | SALS, individual teachers, PSLT                   |
| Semester Exams                                                                                                     | Subject Area Generated Excel Database               | SALS, individual teachers, PSLT                   |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Mini-Assessments on specific tested Benchmarks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Subject Area Generated Excel Database                                                                    | Individual teachers                          |
| <p>*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:</p> <ul style="list-style-type: none"> <li>• Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.</li> <li>• Determine which skills need to be taught with alternative strategies.</li> <li>• Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.</li> <li>• Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                          |                                              |
| <b>Supplemental/Intensive Instruction (Tiers 2 and 3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                          |                                              |
| <b>Data Source</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Database</b>                                                                                          | <b>Person (s) Responsible for Monitoring</b> |
| Extended Learning Program (ELP)*<br><i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | School Generated Database in Excel                                                                       | PSLT/ ELP Facilitator                        |
| FAIR OPM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | School Generated Database in Excel                                                                       | PSLT/ Reading Coach                          |
| Ongoing assessments within Intensive Courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Database provided by course materials (for courses that have one),<br>School Generated Database in Excel | PSLT/PLC/Individual Teachers                 |
| Other Curriculum Based Measurement** <i>(see below)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | School Generated Database in Excel                                                                       | PSLT/PLCs                                    |
| <p>*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.</p> <p>** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:</p> <ul style="list-style-type: none"> <li>• assess the same skills over time</li> <li>• have multiple equivalent forms</li> </ul> <p>are sensitive to small amounts of growth over time.</p> <p>Using Sagebrush; Achievement Series; and the Education Portal, data is reviewed as needed by all instructional staff and discussed in monthly PLC and leadership team meetings.</p> |                                                                                                          |                                              |
| <p>Describe the plan to train staff on MTSS.</p> <p>The Teacher Training Modules, as posted under the RtI Icon, were delivered to faculty members over the course of several faculty meetings during the 2012-2013 school year. PSLT members who attended the district level RtI trainings and/or the end of the 2011-2012 school year training session served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                          |                                              |

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As the District’s RtI Committee develops resources and staff development trainings on PSLT/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. At our first RTI meeting this year(Friday, January 11th) the PSLT was retrained by our school psychologist accompanied by Dia Davis.

Describe plan to support MTSS.

1. Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:
  - Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings).
  - Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
  - Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

**Commented [DP4]:** Please review this entire section and make it your own. What does MTSS look like at Robinson? The dates here are from the 2010-2011.

**Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team**

Identify the school-based Literacy Leadership Team (LLT). Johnny Bush, **Gary Brady**, Michael Martin, Susan DiFederico, Dawn McPeak, Paula Marczynski, Val Cardoso, Tom Dusold, Micah Maddox, Karen Vallerschamp

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The RHS Literacy Team meets monthly to review, brainstorm and articulate our school-wide literacy goals. The team also monitors FAIR and FCAT test scores for trending information concerning RHS's bottom quartile students. The team has set goals and activities for the year and all committee members are engaged and involved in the implementation of those goals and activities. The school action plan is a guideline the committee follows.

What will be the major initiatives of the LLT this year? Reading Tree, Monthly reading strand activities (Robinson Reads), Student to Student Tutoring, ~, Data Mining, FCAT/ACT Tutoring, and Bottom Quartile Plan Monitoring. Robinson Reads Book Club, Vocabulary and Word Structure PowerPoint playing in the Media Center.

**Commented [DP5]:** Please be sure to add and modify this section throughout the year☺

**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.

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**\*Grades 6-12 Only Sec. 1003.413 (b) F.S**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered annually by the district. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year. The last training was conducted during the last school year.

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

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

Demonstration (Model) classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development and other benchmarks and standards identified as a need through the FAIR data.

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

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

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

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

**\*High Schools Only**

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

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

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

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?

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

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

**Postsecondary Transition**

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

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

T.R. Robinson High School is committed to prepare students for post-secondary college preparedness. Our population is multi-cultural with approximately 46% of students on Free or Reduced Lunch. In 2011 RHS had an 89% graduation rate. In the past year, 37.8% of students were enrolled in AP classes. The number of 9th, 10th and 11th graders taking the 2010 PSAT exceeded the district average. In 2010, 90% of all juniors took the PSAT. The district average was 87%. We exceeded the district average. The percentage of 11<sup>th</sup> grade students who took the SAT during 2010/2011 was 81.5%. The district average was 67.1%. Again, we exceeded the district average. SAT scores are close or surpass the Florida average. 84% of the 2011 seniors took the SAT and 67% of the 2011 seniors took the ACT. Per Senior final transcript requests, 95.5% will attend a college, university, community college or a tech school. This does not include students who signed up for the military. ACT scores have increased based on a five year report from ACT even with an increase in the number of students taking the ACT. 45% of the 2011 graduates qualified for the Florida Bright Futures Scholarship. Robinson holds annual Senior/Parent College and Career Nights and Junior/Parent College and Career Nights. To support students in achieving college preparation success, Robinson offers the AVID program, SLC, ELP, dual enrollment opportunities at the community college campus, and fifteen AP offerings. All teachers serve on committees to enhance student progress such as AP PLC, AVID, SLC and other professional learning committees. For the 2011-2012 school year, RHS is committed to increasing the number of students qualifying for college readiness without remediation.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

| Reading Goals                                                                                                                                                      |                                                   |                                                    | Problem-Solving Process to Increase Student Achievement                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                                   |                                                    | Anticipated Barrier                                                                                                                                                                             | Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Fidelity Check<br>Who and how will the fidelity be monitored?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Student Evaluation Tool                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b>                                                                                            |                                                   |                                                    | 1.1. FCAT 2.0 to transition to Common Core Standards starting this year. We will begin to educate staff on this transition this school year. PLC's will take a leading role in this transition. | <b>1.1. Common Core Reading Strategy Across all Content Areas</b><br>Teachers need to understand how to <b>select/identify</b> complex text, <b>shift</b> the amount of informational text used in the content curricula, and <b>share</b> complex texts with all students. <b>All content area teachers are responsible for implementation.</b><br><br><b>Action Steps</b><br>First formal education on Common Core standards on 08/2012. PLC follow-ups throughout the school year. | <b>1.1. Who</b><br>-Principal<br>-AP<br>-Instruction Coaches<br>-Subject Area Leaders<br>-PLC facilitators of like grades and/or like courses<br><br><b>How</b><br>-Reading PLC Logs<br>-Language Arts PLC Logs<br>-Social Studies PLC Logs<br>-Elective PLC Logs<br>-PLCs turn their logs into administration and/or coach after a unit of instruction is complete.<br>-Administration and coach rotate through PLCs looking for complex text discussion.<br>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis. | <b>1.1. Teacher Level</b><br>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.<br>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.<br><b>PLC Level</b><br>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.<br>-PLCs reflect on lesson outcomes and data used to drive future instruction.<br>-For each class/course, PLCs chart their overall progress towards the SMART Goal.<br><b>Leadership Team Level</b><br>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team.<br>-Data is used to drive teacher support and student supplemental instruction. | <b>1.1. 3x per year</b><br>- FAIR for Reading and English teachers.<br><br>During the Grading Period<br>- Common assessments provided by the curriculum: 9 <sup>th</sup> grade(IRA), 10 <sup>th</sup> grade(Plugged In), 11 <sup>th</sup> grade(IR3), 12 <sup>th</sup> grade(IR4); (pre, post, mid, section, end of unit, intervention checks)<br>- Teacher Made Common Assessments (pre, post, mid, section, end of unit, intervention checks)<br>- SpringBoard Embedded Assessments |
| <b>Reading Goal #1:</b><br>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 61% to 64%.                          | 2012 Current Level of Performance:*<br><b>61%</b> | 2013 Expected Level of Performance:*<br><b>64%</b> |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Commented [DP6]: Great strategy to use!

Commented [DP7]: Be more specific and detailed with this section. What will these common assessments look like in each content area? Science? Math?

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|  |                                                                                                                                                                  | <p>begin to educate staff on this transition this school year. PLC's will take a leading role in this transition.</p>                                                                                                                                                                                                                  | <p>Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <b>higher-order, text-dependent questions</b> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <b>All content area teachers are responsible for implementation.</b></p> <p><b>Action Steps</b><br/>         First formal education on Common Core standards on 08/2012. PLC follow ups throughout the school year.</p> | <p>-Instruction Coaches<br/>         -Resource Teachers<br/>         -Subject Area Leaders/Department Heads</p> <p><b>How</b><br/>         -Reading PLC Logs<br/>         -Language Arts PLC Logs<br/>         -Social Studies PLC Logs<br/>         -Elective PLC Logs<br/>         -PLCS turn their logs into administration and/or coach after a unit of instruction is complete.<br/>         -PLCs receive feedback on their logs.<br/>         -Reading Coach observations and walk-throughs<br/>         -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.<br/>         -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p> | <p>knowledge to drive future instruction.<br/>         -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal <b>PLC Level</b><br/>         -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.<br/>         -PLCs reflect on lesson outcomes and data used to drive future instruction.<br/>         -For each class/course, PLCs chart their overall progress towards the SMART Goal.<br/> <u>Leadership Team Level</u><br/>         -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.<br/>         -Data is used to drive teacher support and student supplemental instruction.</p> | <p><b>English teachers</b></p> <p><u>During the Grading Period</u><br/>         - Common assessments provided by the curriculum: 9<sup>th</sup> grade(IRA), 10<sup>th</sup> grade(Plugged In), 11<sup>th</sup> grade(IR3), 12<sup>th</sup> grade(IR4); (pre, post, mid, section, end of unit, intervention checks)<br/>         - Teacher Made Common Assessments (pre, post, mid, section, end of unit, intervention checks)<br/>         - SpringBoard Embedded Assessments</p> |
|  | <p>1.3.<br/>         FCAT 2.0 to transition to Common Core Standards starting this year. We will begin to educate staff on this transition this school year.</p> | <p>1.3.<br/> <b>Common Core Reading Strategy Across all Content Areas</b><br/>         Teachers need to understand how to <b>design</b> and <b>deliver</b> a <b>close reading</b> lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading</p> | <p>1.3.<br/> <b>Who</b><br/>         -Principal<br/>         -AP<br/>         -Instruction Coaches<br/>         -Subject Area Leaders<br/>         -PLC facilitators of like grades and/or like courses</p> <p><b>How</b><br/>         -Reading Logs<br/>         -Language Arts Logs<br/>         -Social Studies Logs</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>1.3.<br/> <u>Teacher Level</u><br/>         -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.<br/>         -Teachers maintain their assessments in the on-line grading system.<br/>         -Teachers use the on-line grading system data to calculate their students' progress towards the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>1.3<br/> <u>3x per year</u><br/>         - FAIR<br/>         - FAIR for Reading and English teachers.</p> <p><u>During the Grading Period</u><br/>         - Common assessments provided by the curriculum: 9<sup>th</sup> grade(IRA), 10<sup>th</sup> grade(Plugged In), 11<sup>th</sup></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                                                                                                                                           |                                                              |                                                                                                                                                                                                        | <p>strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <b>All content area teachers are responsible for implementation.</b></p> <p><b>Action Steps</b><br/> <b>First formal education on Common Core standards on 08/2012. PLC follow ups throughout the school year.</b></p>                                                       | <p>-Elective Logs<br/>                 -PLCS turn their logs into administration and/or coach after a unit of instruction is complete.<br/>                 -PLCs receive feedback on their logs.<br/>                 Administration shares the positive outcomes observed in PLC meetings on a monthly basis.<br/>                 -Reading Coach observations and walk-throughs<br/>                 -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.<br/>                 -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p> | <p>development of their individual/PLC SMART Goal.<br/> <u>PLC Level</u><br/>                 -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.<br/>                 -PLCs reflect on lesson outcomes and data used to drive future instruction.<br/>                 - For each class/course, PLCs chart their overall progress towards the SMART Goal.<br/> <u>Leadership Team Level</u><br/>                 -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.<br/>                 -Data is used to drive teacher support and student supplemental instruction.</p> | <p>grade(IR3), 12<sup>th</sup> grade(IR4); (pre, post, mid, section, end of unit, intervention checks)<br/>                 - Teacher Made Common Assessments (pre, post, mid, section, end of unit, intervention checks)<br/>                 - SpringBoard Embedded Assessments</p>                                                                                                                  |
| <p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p> |                                                              | <b>Anticipated Barrier</b>                                                                                                                                                                             | <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Fidelity Check</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Strategy Data Check</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Student Evaluation Tool</b>                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>                                                                                         |                                                              | <p>2.1. FCAT 2.0 to transition to Common Core Standards starting this year. We will begin to educate staff on this transition this school year. PLC's will take a leading role in this transition.</p> | <p>2.1, <u>Common Core Reading Strategy Across all Content Areas</u><br/>                 Reading comprehension improves when <u>students are engaged in grappling with complex text</u>. Teachers need to understand how to <u>select/identify</u> complex text, <u>shift</u> the amount of informational text used in the content curricula, and <u>share</u> complex texts with all students. <b>All content area teachers are responsible for implementation.</b></p> | <p>2.1.<br/> <u>Who</u><br/>                 -Principal<br/>                 -AP<br/>                 -Instruction Coaches<br/>                 -Subject Area Leaders<br/>                 -PLC facilitators of like grades and/or like courses<br/> <u>How</u><br/>                 -Reading PLC Logs<br/>                 -Language Arts PLC Logs<br/>                 -Social Studies PLC Logs<br/>                 -Elective PLC Logs<br/>                 -PLCS turn their logs into administration and/or</p>                                                                                                                                                              | <p>2.1.<br/> <u>Teacher Level</u><br/>                 -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.<br/>                 -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.<br/> <u>PLC Level</u><br/>                 -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p>                                                                                                                                                                                                                                      | <p>2.1.<br/> <u>3x per year</u><br/>                 - <b>FAIR for Reading and English teachers.</b><br/> <u>During the Grading Period</u><br/>                 - Common assessments provided by the curriculum: 9<sup>th</sup> grade(IRA), 10<sup>th</sup> grade(Plugged In), 11<sup>th</sup> grade(IR3), 12<sup>th</sup> grade(IR4); (pre, post, mid, section, end of unit, intervention checks)</p> |
| <p>Reading Goal #2:<br/>                 The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 45% to 46%.</p>               | <p>2012 Current Level of Performance:*</p> <p><b>45%</b></p> | <p>2013 Expected Level of Performance:*</p> <p><b>46%</b></p>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                        |



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|                                                                                                                                                                    |  |  |                                                         | <p><b>Action Steps</b><br/>                 First formal education on Common Core standards on 08/2012. PLC follow ups throughout the school year.</p> | coach after a unit of instruction is complete.<br>-Administration and coach rotate through PLCs looking for complex text discussion.<br>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis. | -PLCs reflect on lesson outcomes and data used to drive future instruction.<br>-For each class/course, PLCs chart their overall progress towards the SMART Goal.<br><u>Leadership Team Level</u><br>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team.<br>-Data is used to drive teacher support and student supplemental instruction. | - Teacher Made Common Assessments (pre, post, mid, section, end of unit, intervention checks)<br>- SpringBoard Embedded Assessments |      |
|                                                                                                                                                                    |  |  | 2.2.                                                    | 2.2.                                                                                                                                                   | 2.2.                                                                                                                                                                                                                              | 2.2.                                                                                                                                                                                                                                                                                                                                                                                         | 2.2.                                                                                                                                |      |
|                                                                                                                                                                    |  |  | 2.3                                                     | 2.3                                                                                                                                                    | 2.3                                                                                                                                                                                                                               | 2.3                                                                                                                                                                                                                                                                                                                                                                                          | 2.3                                                                                                                                 |      |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |  | <b>Anticipated Barrier</b>                              | <b>Strategy</b>                                                                                                                                        | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored?                                                                                                                                                              | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                                                                                                                                                                                                                                          | <b>Student Evaluation Tool</b>                                                                                                      |      |
| <b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b>                                                                                          |  |  | 3.1.                                                    | 3.1.                                                                                                                                                   | 3.1.                                                                                                                                                                                                                              | 3.1.                                                                                                                                                                                                                                                                                                                                                                                         | 3.1.                                                                                                                                |      |
| Reading Goal #3:<br>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 69 points to 71 points.                          |  |  | 2012 Current Level of Performance:*<br><b>69 points</b> | 2013 Expected Level of Performance:*<br><b>71 points</b>                                                                                               | See Goals 1, 3, & 4                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                     |      |
|                                                                                                                                                                    |  |  | 3.2.                                                    | 3.2.                                                                                                                                                   |                                                                                                                                                                                                                                   | 3.2.                                                                                                                                                                                                                                                                                                                                                                                         | 3.2.                                                                                                                                | 3.2. |
|                                                                                                                                                                    |  |  | 3.3.                                                    | 3.3.                                                                                                                                                   |                                                                                                                                                                                                                                   | 3.3.                                                                                                                                                                                                                                                                                                                                                                                         | 3.3.                                                                                                                                | 3.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |  | <b>Anticipated Barrier</b>                              | <b>Strategy</b>                                                                                                                                        | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored?                                                                                                                                                              | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                                                                                                                                                                                                                                          | <b>Student Evaluation Tool</b>                                                                                                      |      |

**Commented [DP8]:** Great job remembering to use points instead of percentages.

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| <b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b>                                                                                                   |                                                  |  | 4.1.                       | 4.1.             | 4.1.                                                                 | 4.1.                                                                                                                | 4.1.                              |
| Reading Goal #4:<br>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 64 points to 66 points.                          |                                                  |  | See Goals<br>1, 3, & 4     |                  |                                                                      |                                                                                                                     |                                   |
| 2012 Current Level of Performance:*                                                                                                                                                       | 2013 Expected Level of Performance:*             |  |                            |                  |                                                                      |                                                                                                                     |                                   |
| 64 points                                                                                                                                                                                 | 66 points                                        |  |                            |                  |                                                                      |                                                                                                                     |                                   |
|                                                                                                                                                                                           |                                                  |  | 4.2.                       | 4.2.             | 4.2.                                                                 | 4.2.                                                                                                                | 4.2.                              |
|                                                                                                                                                                                           |                                                  |  | 4.3.                       | 4.3.             | 4.3.                                                                 | 4.3.                                                                                                                | 4.3.                              |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:                     |                                                  |  | <b>Anticipated Barrier</b> | <b>Strategy</b>  | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b>    |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target                                                                                |                                                  |  | <b>2011-2012</b>           | <b>2012-2013</b> | <b>2013-2014</b>                                                     | <b>2014-2015</b>                                                                                                    | <b>2015-2016</b> <b>2016-2017</b> |
| <b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>                                                      |                                                  |  |                            |                  |                                                                      |                                                                                                                     |                                   |
| Reading Goal #5:<br>2011 % NOT satisfactory must decrease by half by 2017; amount of improvement needed is divided evenly by 6 years from 2012 through 2017.                              |                                                  |  |                            |                  |                                                                      |                                                                                                                     |                                   |
| <b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>                                                   |                                                  |  | 5A.1.                      | 5A.1.            | 5A.1.                                                                | 5A.1.                                                                                                               | 5A.1.                             |
| Reading Goal #5A:<br>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 71% to 74%.<br><br>The percentage of Black students |                                                  |  | See Goals<br>1, 3, & 4     |                  |                                                                      |                                                                                                                     |                                   |
| 2012 Current Level of Performance:*                                                                                                                                                       | 2013 Expected Level of Performance:*             |  |                            |                  |                                                                      |                                                                                                                     |                                   |
| White:71%<br>Black:30%<br>Hispanic:52%<br>Asian: Target Goal Met                                                                                                                          | White:74%<br>Black:37%<br>Hispanic:57%<br>Asian: |  |                            |                  |                                                                      |                                                                                                                     |                                   |

**Commented [DP9]:** You have a goal and data but are missing the rest to the right such as barriers, strategies, etc. You might have just wanted to put See Goals and forgot©

**Commented [DP10]:** Great job with your subgroup data.

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|                                                                                                                                                                        |                                     |                                      |                            |                 |                                                                      |                                                                                                                     |                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|----------------------------|-----------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------|
| scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 30% to 37%.                                                                            | American Indian: NA                 | American Indian:                     |                            |                 |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                        |                                     |                                      | 5A.2.                      | 5A.2            | 5A.2                                                                 | 5A.2                                                                                                                | 5A.2                           |
| The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 52% to 57%.                                        |                                     |                                      | 5A.3.                      | 5A.3.           | 5A.3.                                                                | 5A.3.                                                                                                               | 5A.3.                          |
|                                                                                                                                                                        |                                     |                                      |                            |                 |                                                                      |                                                                                                                     |                                |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:  |                                     |                                      | <b>Anticipated Barrier</b> | <b>Strategy</b> | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |
| <b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>                                                                            |                                     |                                      | 5B.1.                      | 5B.1.           | 5B.1.                                                                | 5B.1.                                                                                                               | 5B.1.                          |
| Reading Goal #5B:<br>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 42% to 48%. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | See Goals 1, 3, & 4        |                 |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                        | 42%                                 | 48%                                  |                            |                 |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                        |                                     |                                      | 5B.2.                      | 5B.2.           | 5B.2.                                                                | 5B.2.                                                                                                               | 5B.2.                          |
|                                                                                                                                                                        |                                     |                                      | 5B.3.                      | 5B.3.           | 5B.3.                                                                | 5B.3.                                                                                                               | 5B.3.                          |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:  |                                     |                                      | <b>Anticipated Barrier</b> | <b>Strategy</b> | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |
| <b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>                                                                                |                                     |                                      | 5C.1.                      | 5C.1.           | 5C.1.                                                                | 5C.1.                                                                                                               | 5C.1.                          |
| Reading Goal #5C:<br>The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 15% to 24%.  | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | See Goals 1, 3, & 4        |                 |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                        | 15%                                 | 24%                                  |                            |                 |                                                                      |                                                                                                                     |                                |

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|                                                                                                                                                                       |  |  |                                     |                                    |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                       |  |  | 5C.2.                               | 5C.2.                              | 5C.2.                                                                | 5C.2.                                                                                                               | 5C.2.                          |
|                                                                                                                                                                       |  |  | 5C.3.                               | 5C.3.                              | 5C.3.                                                                | 5C.3.                                                                                                               | 5C.3.                          |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: |  |  | <b>Anticipated Barrier</b>          | <b>Strategy</b>                    | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |
| <b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>                                                                              |  |  | 5D.1.                               | 5D.1.                              | 5D.1.                                                                | 5D.1.                                                                                                               | 5D.1.                          |
| <b>Reading Goal #5D:</b>                                                                                                                                              |  |  |                                     | <b>See Goals<br/>1, 3, &amp; 4</b> |                                                                      |                                                                                                                     |                                |
| The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 24% to 32%.                              |  |  | 2012 Current Level of Performance:* |                                    | 2013 Expected Level of Performance:*                                 |                                                                                                                     |                                |
|                                                                                                                                                                       |  |  | 24%                                 | 32%                                |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                       |  |  | 5D.2.                               | 5D.2.                              | 5D.2.                                                                | 5D.2.                                                                                                               | 5D.2.                          |
|                                                                                                                                                                       |  |  | 5D.3.                               | 5D.3.                              | 5D.3.                                                                | 5D.3.                                                                                                               | 5D.3.                          |

**Reading Professional Development**

**Commented [DP11]:** Great job aligning your PD with your reading goals. Love the PLC one at the bottom. Way to go!

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |                                                                   |                                                                                              |                                                             |                                               |
|---------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------|
| 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 |
| FAIR Data Training for reading teachers                                                                                   | 9-12                | Mike Martin                      | All reading teachers                                              | Preplanning and Quarter 1                                                                    | Classroom walk-throughs by reading coach and administration | APC and Reading coach                         |
| Reading Formative Tool Presentation                                                                                       | 9-12 Reading        | Johnny Bush                      | All Reading Teachers                                              | Quarter 1                                                                                    | Data Chats an FCIM Strategies                               | Reading teachers, APC, and Reading coach      |
| Costas                                                                                                                    | 9-12                | Matt Ketchum                     | School-Wide                                                       | Semester 2<br>Quarter 3                                                                      | Classroom walk-throughs by administration                   | SPC                                           |

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|                        |      |             |                      |              |            |                                          |
|------------------------|------|-------------|----------------------|--------------|------------|------------------------------------------|
| Vocabulary Development | 9-12 | Mike Martin | All Reading Teachers | Quarters 1-4 | Data Chats | Reading teachers, APC, and Reading coach |
| PLC Meetings           | 9-12 | Mike Martin | All Reading Teachers | Quarters 1-4 | Data Chats | Reading teachers, APC, and Reading coach |

*End of Reading Goals*

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

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

| Algebra EOC Goals                                                                                                                                                                                      |                                                    |                                                     | Problem-Solving Process to Increase Student Achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:                                     |                                                    |                                                     | Anticipated Barrier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Strategy                                                                                                                                                                                                                                                                                                                                         | Fidelity Check<br>Who and how will the fidelity be monitored?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                                                                                                                                                                                                                                                                                                                                                                             | Student Evaluation Tool                                                                                                                                                                                            |
| <b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b><br>Algebra Goal #1:<br>The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 30% to 32%. |                                                    |                                                     | 1.1. Teachers at varying skills levels with the FCIM model.<br>- Teachers' implementation of the FCIM model is not consistent across math classes.<br>- Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring.<br>- Lack of common planning time to analyze mini lesson data.<br>- Lack of understanding of when and how to implement the mini lessons within the District pacing guide. | 1.1. Teachers will practice starting in April 2013, with students and use DOE Item Spec examples. Students will address reading challenges in the content area while using math skills using the provided FCIM units. Yearlong PowerPoints provided by the district will be utilized in each unit to target instruction on low-performing items. | 1.1.<br><b>Who</b><br>- Teacher<br>-Principal<br>-APC<br>-Math Department Head<br><br><b>How</b><br>-PLC logs turned into administration.<br>Administration provides feedback.<br>-Classroom walk-throughs observing this strategy.<br>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.<br>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.<br>Monitoring data will be reviewed every nine weeks.<br>-Another fidelity tool will be the PLC calendars/timeline/logs of | 1.1.<br>-PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet).<br><br>-For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.<br><br>PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period. | 1.1.<br><u>2x per year</u><br><u>District Baseline and Mid-Year Testing</u><br><u>Semester Exams</u><br><br><u>During the Grading Period</u><br><u>- Common assessments (pre, post, mid, section, end of unit)</u> |
|                                                                                                                                                                                                        | 2012 Current Level of Performance: *<br><b>30%</b> | 2013 Expected Level of Performance: *<br><b>32%</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                    |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                    |                                                             |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 | targeted skills reviewed by the administration.<br>- PSLT will review the calendars/logs and make progress statements at the end of each nine weeks.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                    |
|                                                                                                                                                                    |                                                             |                                                              | 1.2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1.2.                                                                                                                                                                                                                                                                                                                                                                            | 1.2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1.2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1.2.                                                                                                                                                                                               |
|                                                                                                                                                                    |                                                             |                                                              | 1.3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1.3.                                                                                                                                                                                                                                                                                                                                                                            | 1.3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1.3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1.3.                                                                                                                                                                                               |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                                             |                                                              | <b>Anticipated Barrier</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                                                 | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Student Evaluation Tool</b>                                                                                                                                                                     |
| <b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>                                                                                                |                                                             |                                                              | 2.1. Teachers at varying skills levels with the FCIM model.<br>- Teachers' implementation of the FCIM model is not consistent across math classes.<br>- Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring.<br>- Lack of common planning time to analyze mini lesson data.<br>- Lack of understanding of when and how to implement the mini lessons within the District pacing guide. | 2.1. Teachers will differentiate instruction by providing challenging applications such as the MARS activity systems of equations.<br>Teachers will practice, starting in April 2013, with students and use DOE Item Spec examples (revised 9/2012). Students will hone reading vocabulary in the content area while using math skills while including the provided FCIM units. | 2.1.<br><b>Who</b><br>- Teacher<br>-Principal<br>-APC<br>-Math Department Head<br><br><b>How</b><br>-PLC logs turned into administration.<br>Administration provides feedback.<br>-Classroom walk-throughs observing this strategy.<br>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.<br>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.<br>Monitoring data will be reviewed every nine | 2.1.<br>-PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet).<br><br>-For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.<br><br>PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period. | 2.1.<br><u>2x per year District Baseline and Mid-Year Testing</u><br><br><u>Semester Exams</u><br><br><u>During the Grading Period - Common assessments (pre, post, mid, section, end of unit)</u> |
| <b>Algebra Goal #2:</b><br>The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 4% to 6%.                                  | <b>2012 Current Level of Performance:*</b><br><br><b>4%</b> | <b>2013 Expected Level of Performance:*</b><br><br><b>6%</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                    |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------|--|--|--|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                         |                                                                                          |                                                                                                                                                           |                                                                                                                                         | weeks.<br>-Another fidelity tool will be the PLC<br>calendars/timeline/logs of targeted skills reviewed by the administration.<br>- PSLT will review the calendars/logs and make progress statements at the end of each nine weeks. |                                                                                                                     |                                   |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                         |                                                                                          | 2.2.                                                                                                                                                      | 2.2.                                                                                                                                    | 2.2.                                                                                                                                                                                                                                | 2.2.                                                                                                                | 2.2.                              |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                         |                                                                                          | 2.3                                                                                                                                                       | 2.3                                                                                                                                     | 2.3                                                                                                                                                                                                                                 | 2.3                                                                                                                 | 2.3                               |  |  |  |  |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:                                                                                                                                                                                                                                                                                                 |                                                                                                                                         |                                                                                          | <b>Anticipated Barrier</b>                                                                                                                                | <b>Strategy</b>                                                                                                                         | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored?                                                                                                                                                                | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b>    |  |  |  |  |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                         |                                                                                          | <b>2011-2012</b>                                                                                                                                          | <b>2012-2013</b>                                                                                                                        | <b>2013-2014</b>                                                                                                                                                                                                                    | <b>2014-2015</b>                                                                                                    | <b>2015-2016</b> <b>2016-2017</b> |  |  |  |  |
| <b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                         |                                                                                          |                                                                                                                                                           |                                                                                                                                         |                                                                                                                                                                                                                                     |                                                                                                                     |                                   |  |  |  |  |
| Math Goal #5:<br>2011 % NOT satisfactory must decrease by half by 2017; amount of improvement needed is divided evenly by 6 years from 2012 through 2017.                                                                                                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                          |                                                                                                                                                           |                                                                                                                                         |                                                                                                                                                                                                                                     |                                                                                                                     |                                   |  |  |  |  |
| <b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>                                                                                                                                                                                                                                                                                                                            |                                                                                                                                         |                                                                                          | 5A.1.                                                                                                                                                     | 5A.1.                                                                                                                                   | 5A.1.                                                                                                                                                                                                                               | 5A.1.                                                                                                               | 5A.1.                             |  |  |  |  |
| <table border="1"> <tr> <td><b>Mathematics Goal #5A:</b><br/>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 42% to 48%.</td> <td><u>2012 Current Level of Performance:*</u><br/>White: Target Goal Met<br/>Black:42<br/>Hispanic: Target Goal Met<br/>Asian: Target Goal Met</td> <td><u>2013 Expected Level of Performance:*</u><br/>White:<br/>Black:48<br/>Hispanic:<br/>Asian:</td> </tr> </table> |                                                                                                                                         |                                                                                          | <b>Mathematics Goal #5A:</b><br>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 42% to 48%. | <u>2012 Current Level of Performance:*</u><br>White: Target Goal Met<br>Black:42<br>Hispanic: Target Goal Met<br>Asian: Target Goal Met | <u>2013 Expected Level of Performance:*</u><br>White:<br>Black:48<br>Hispanic:<br>Asian:                                                                                                                                            | <b>See Goal 1</b>                                                                                                   |                                   |  |  |  |  |
| <b>Mathematics Goal #5A:</b><br>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 42% to 48%.                                                                                                                                                                                                                                                                                                             | <u>2012 Current Level of Performance:*</u><br>White: Target Goal Met<br>Black:42<br>Hispanic: Target Goal Met<br>Asian: Target Goal Met | <u>2013 Expected Level of Performance:*</u><br>White:<br>Black:48<br>Hispanic:<br>Asian: |                                                                                                                                                           |                                                                                                                                         |                                                                                                                                                                                                                                     |                                                                                                                     |                                   |  |  |  |  |



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|                                                                                                                                                                       | American Indian: NA                        | American Indian:                            |                            |                 |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                       |                                            |                                             | 5A.2.                      | 5A.2.           | 5A.2.                                                                | 5A.2.                                                                                                               | 5A.2.                          |
|                                                                                                                                                                       |                                            |                                             | 5A.3.                      | 5A.3.           | 5A.3.                                                                | 5A.3.                                                                                                               | 5A.3.                          |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: |                                            |                                             | <b>Anticipated Barrier</b> | <b>Strategy</b> | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |
| <b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>                                                                       |                                            |                                             | 5B.1.                      | 5B.1.           | 5B.1.                                                                | 5B.1.                                                                                                               | 5B.1.                          |
| <u>Mathematics Goal #5B:</u>                                                                                                                                          | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> |                            |                 |                                                                      |                                                                                                                     |                                |
| NA<br>I wrote NA because the 2012 was 61% and the Minimum SIP Goal for 2013 is 57%.                                                                                   |                                            |                                             |                            |                 |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                       |                                            |                                             | 5B.1.                      | 5B.1.           | 5B.1.                                                                | 5B.1.                                                                                                               | 5B.1.                          |
|                                                                                                                                                                       |                                            |                                             | 5B.3.                      | 5B.3.           | 5B.3.                                                                | 5B.3.                                                                                                               | 5B.3.                          |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: |                                            |                                             | <b>Anticipated Barrier</b> | <b>Strategy</b> | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |
| <b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>                                                                           |                                            |                                             | 5C.1.                      | 5C.1.           | 5C.1.                                                                | 5C.1.                                                                                                               | 5C.1.                          |
| <u>Mathematics Goal #5C:</u>                                                                                                                                          | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> |                            |                 |                                                                      |                                                                                                                     |                                |
| NA<br>I wrote NA because the 2012 was 58% and the Minimum SIP Goal for 2013 is 48%.                                                                                   |                                            |                                             |                            |                 |                                                                      |                                                                                                                     |                                |

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|                                                                                                                                                                              |                                     |                                      |                            |                   |                                                                      |                                                                                                                     |                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|----------------------------|-------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                                                                                              |                                     |                                      |                            |                   |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                              |                                     |                                      | 5C.2.                      | 5C.2.             | 5C.2.                                                                | 5C.2.                                                                                                               | 5C.2.                          |
|                                                                                                                                                                              |                                     |                                      | 5C.3.                      | 5C.3.             | 5C.3.                                                                | 5C.3.                                                                                                               | 5C.3.                          |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:        |                                     |                                      | <b>Anticipated Barrier</b> | <b>Strategy</b>   | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |
| <b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b>                                                                                  |                                     |                                      | 5D.1.                      | 5D.1.             | 5D.1.                                                                | 5D.1.                                                                                                               | 5D.1.                          |
| <b>Mathematics Goal #5D:</b><br>The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Mathematics will increase from 38% to 44%. |                                     |                                      |                            | <b>See Goal 1</b> |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                              | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |                            |                   |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                              | <b>38%</b>                          | <b>44%</b>                           |                            |                   |                                                                      |                                                                                                                     |                                |
|                                                                                                                                                                              |                                     |                                      | 5D.2.                      | 5D.2.             | 5D.2.                                                                | 5D.2.                                                                                                               | 5D.2.                          |
|                                                                                                                                                                              |                                     |                                      | 5D.3.                      | 5D.3.             | 5D.3.                                                                | 5D.3.                                                                                                               | 5D.3.                          |

*End of Algebra EOC Goals*

**Mathematics Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> |                     |                                  |                                                                    |                                                                                               |                                               |                                               |
|---------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| 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 |
| Instructional Materials                                                                                                   | Grades 9-12         | Math DH                          | Math Teachers                                                      | -Professional Study Day<br>-Monthly Department Meetings                                       | Administrators conduct targeted walk-throughs | Administration Team                           |
| Analyzing first semester exams                                                                                            | Grades 9-12         | Math DH<br>APC                   | Math Teachers – PLCs                                               | After the administration of the test                                                          | PLC logs                                      | APC                                           |

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|                     |             |         |                      |                                         |                                                                                           |                     |
|---------------------|-------------|---------|----------------------|-----------------------------------------|-------------------------------------------------------------------------------------------|---------------------|
| Hands-On Activities | Grades 9-12 | Math DH | Math Teachers – PLCs | Course specific PLC meetings – on-going | Administrators conduct targeted walk-throughs to monitor Hands-On Activity implementation | Administration Team |
| PLC Meeting         | Grades 9-12 | Math DH | Math Teachers – PLCs | Course specific PLC meetings – on-going | PLC Logs                                                                                  | APC                 |

*End of Mathematics Goals*

**Writing/Language Arts Goals**

| Writing/Language Arts Goals                                                                                                                                        |                                     |                                      | Problem-Solving Process to Increase Student Achievement                                               |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                          |                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: |                                     |                                      | Anticipated Barrier                                                                                   | Strategy                                                                                                                                                                                                                                        | Fidelity Check<br>Who and how will the fidelity be monitored?                                                                                                                                                                                                                              | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                             | Student Evaluation Tool                                                                                           |
| <b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b>                                                                                          |                                     |                                      | 1.1.<br>– Teachers lack understanding of the new FCAT writing assessment and holistic scoring rubric. | 1.1.<br>– Teachers will review updated calibrated scoring guide and current anchor papers for samples of successful writing. PLCs will participate in rubric norming sessions to identify teacher barriers impeding effective holistic scoring. | 1.1.<br>– Principal; APC; LA SAL (language arts subject area leader); LA PLCs; Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs; HCPS Informal Observation Pop-In form (EET tool); Springboard walk-through Observation Form; EET Observation Form. | 1.1.<br>– PLCs will identify trends in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as needed. | 1.1.<br>– PLC holistic scoring norming session results.                                                           |
| Writing/LA Goal #1:<br>Students’ scores at Achievement Level 4.0 or higher on FCAT Writing Assessment will increase from 88% to 89%.                               | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |                                                                                                       |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                          |                                                                                                                   |
|                                                                                                                                                                    | <b>88%</b>                          | <b>89%</b>                           |                                                                                                       |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                          |                                                                                                                   |
|                                                                                                                                                                    |                                     |                                      | 1.2.<br>– New teachers may not have FCAT writing training.                                            | 1.2.<br>– New teachers are required to take Springboard Language Arts training which covers FCAT writing.                                                                                                                                       | 1.2.<br>– Principal; APC; LA SAL (language arts subject area leader); LA PLCs; Evidence of strategy in teachers’ lesson plans seen during administration                                                                                                                                   | 1.2.<br>– PLCs will identify trends in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as needed. | 1.2.<br>– Students’ quarterly formative writing assessment results; PLC holistic scoring norming session results. |

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|  |  |                                                                                                        |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                              |                                                                                                         |
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|  |  |                                                                                                        |                                                                                                                                                                                                    | walk-throughs; HCPS Informal Observation Pop-In form (EET tool); Springboard walk-through Observation Form; EET Observation Form.                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                              |                                                                                                         |
|  |  | 1.3.<br>-Teachers lack sufficient time to score student papers.                                        | 1.3.<br>- Teachers will implement peer editing of student papers to streamline grading process.                                                                                                    | 1.3.<br>- Principal; APC; LA SAL (language arts subject area leader); LA PLCs; Evidence of strategy in teachers' lesson plans seen during administration walk-throughs; HCPS Informal Observation Pop-In form (EET tool); Springboard walk-through Observation Form; EET Observation Form. | 1.3.<br>- PLCs review quarterly formative writing assessments to determine the number of students reaching a 4.0 or above on quarterly writing prompt.                                                                                                                                                                       | 1.3.<br>- Students' quarterly formative writing assessment results.                                     |
|  |  | 1.4.<br>- Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing | 1.4.<br>- PLCs will use collaborative Springboard Training hours to discuss common deficiencies in student writing and implement Springboard-based writing workshops to remedy these deficiencies. | 1.4.<br>- Principal; APC; LA SAL (language arts subject area leader); LA PLCs; Evidence of strategy in teachers' lesson plans seen during administration walk-throughs; HCPS Informal Observation Pop-In form (EET tool); Springboard walk-through Observation Form;                       | 1.4.<br>- PLCs will identify trends in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as needed; PLCs review quarterly formative writing assessments to determine the number of students reaching a 3.0 (4.0?) or above on quarterly writing prompt. | 1.4.<br>- Students' quarterly formative writing assessment results; PLC rubric norming session results. |

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|  |  |  |  | EET Observation Form. |  |  |
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**Writing/Language Arts Professional Development**

**Commented [DP12]:** Good job with writing and math PD.

| 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 |
| - During PLC Meetings teachers will: practice holistic scoring; reach a consensus regarding student trends, scores, and needs by connecting student writing with state anchors. | 9-12                | Department Head                  | All English Teachers                                               | Quarters 1-4                                                                                  | Data Chats                        | APC                                           |
| - Teachers will participate in district-level training for new writing assessment standards and new holistic scoring rubric.                                                    | 9-12                | Department Head                  | All English Teachers                                               | Quarters 1-4                                                                                  | Data Chats                        | APC                                           |
|                                                                                                                                                                                 |                     |                                  |                                                                    |                                                                                               |                                   |                                               |

*End of Writing Goals*



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|  |  |                                                                                                                                         |                                               |         |      |      |
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|  |  | improve his/her attendance/tardies.                                                                                                     |                                               |         |      |      |
|  |  | 1.3. All teachers will post their attendance on EASI (which updates Edline) on a regular basis, allowing parents to monitor attendance. | 1.3. Random checks of EASI attendance system. | 1.3. AP | 1.3. | 1.3. |

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

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

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

*End of Attendance Goals*

**Suspension Goal(s)**

| Suspension Goal(s)                                                                                                                |                                                   |                                                      | Problem-solving Process to Decrease Suspension                                                                            |                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                            |                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement: |                                                   |                                                      | Anticipated Barrier                                                                                                       | Strategy                                                                                                                                                                                                                                                      | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy?                               | Student Evaluation Tool                                                              |
| <b>1. Suspension</b>                                                                                                              |                                                   |                                                      | 1.1. A school-wide common set of rule, expectations and procedures for students needs to be followed by all stakeholders. | 1.1. PSLT will assign a subgroup to review school-wide expectations and rules, discuss with teachers and staff in committee or through surveys, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. | 1.1. PSLT “Managing and Motivating” subgroup                  | 1.1. PSLT “Managing and Motivating” subgroup will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly. | 1.1. “UNTIE” ODR and suspension data cross-referenced with mainframe discipline data |
| Suspension Goal #1:                                                                                                               | 2012 Total Number of In-School Suspensions        | 2013 Expected Number of In-School Suspensions        |                                                                                                                           |                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                            |                                                                                      |
| 1. The total number of In-School Suspensions will decrease by 10%.                                                                | <b>698</b>                                        | <b>628</b>                                           |                                                                                                                           |                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                            |                                                                                      |
| 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.                   | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |                                                                                                                           |                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                            |                                                                                      |
|                                                                                                                                   | <b>359</b>                                        | <b>323</b>                                           |                                                                                                                           |                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                            |                                                                                      |
| 3. The total number of                                                                                                            | 2012 Number of Out-of-School Suspensions          | 2013 Expected Number of Out-of-School                |                                                                                                                           |                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                            |                                                                                      |
|                                                                                                                                   |                                                   |                                                      |                                                                                                                           |                                                                                                                                                                                                                                                               |                                                               |                                                                                                                                            |                                                                                      |

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|                                                                                                                                                                             |                                                                      |                                                                         |      |      |      |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------|------|------|------|------|------|
| Out-of-School Suspensions will decrease by 10%.<br><br>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%. | <u>Suspensions</u>                                                   |                                                                         |      |      |      |      |      |
|                                                                                                                                                                             | <b>338</b>                                                           | <b>304</b>                                                              |      |      |      |      |      |
|                                                                                                                                                                             | <small>2012 Total Number of Students Suspended Out-of-School</small> | <small>2013 Expected Number of Students Suspended Out-of-School</small> |      |      |      |      |      |
|                                                                                                                                                                             | <b>191</b>                                                           | <b>172</b>                                                              |      |      |      |      |      |
|                                                                                                                                                                             |                                                                      |                                                                         | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|                                                                                                                                                                             |                                                                      |                                                                         | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

**Suspension Professional Development**

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

**Commented [DP13]:** Remember to go back to this section when you receive your data.

| Dropout Prevention Goal(s)                                                                                                                                                 | Problem-solving Process to Dropout Prevention                                                                           |                                                                                                                                    |                                                                                              |                                                                                                              |                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:                                  | Anticipated Barrier                                                                                                     | Strategy                                                                                                                           | Fidelity Check<br>Who and how will the fidelity be monitored?                                | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool                             |
| <b>1. Dropout Prevention</b><br><b>Dropout Prevention Goal #1:</b><br><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | 1.1 High numbers of absences with students that are disinterested with school and looking for options. Limited space in | 1.1 The Guidance Dept. along with the RTI team will target At-Risk groups and schedule quarterly visits to local Career Centers to | 1.1 Drop Out Prevention Specialist, Asst. Principal for Student Affairs, SRO, APC, Teachers, | 1.1 Track number of Students that have entered Career Centers and Specialized programs.                      | 1.1 High School Graduation Rates and Drop Out Rates |

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|                                                                                                                                                                                                                                        |                                |                                 |                                                         |                                                           |                                                     |      |      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------|---------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------|------|------|
| The dropout rate will decrease from ___% in 2011-2012 to ___% in 2012-2013.<br>The graduation rate will increase from ___% in 2011-2012 to ___% in 2012-2013.<br>The 2011-2012 Data for Dropout Prevention is not currently available. | 2012 Current Dropout Rate:*    | 2013 Expected Dropout Rate:*    | Career Centers and Career Center entrance requirements. | expose students to available options within the district. | Guidance Counselors, College and Career Specialists |      |      |
|                                                                                                                                                                                                                                        |                                |                                 |                                                         |                                                           |                                                     |      |      |
|                                                                                                                                                                                                                                        | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* |                                                         |                                                           |                                                     |      |      |
|                                                                                                                                                                                                                                        |                                |                                 |                                                         |                                                           |                                                     |      |      |
|                                                                                                                                                                                                                                        |                                |                                 | 1.2.                                                    | 1.2.                                                      | 1.2.                                                | 1.2. | 1.2. |
|                                                                                                                                                                                                                                        |                                |                                 | 1.3.                                                    | 1.3.                                                      | 1.3.                                                | 1.3. | 1.3. |

**Dropout Prevention Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b><br>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 |
| Exploring other alternatives(Career Center) in order for the students to meet the requirements identified in the pupil progression plan.                                                                                 | 9-12                | Guidance                         | APC and Guidance                                                  | Beginning of the 1 <sup>st</sup> nine weeks and at the end of each semester.                 | Contact from career center regarding student's acceptance | APC and Guidance                              |
|                                                                                                                                                                                                                          |                     |                                  |                                                                   |                                                                                              |                                                           |                                               |
|                                                                                                                                                                                                                          |                     |                                  |                                                                   |                                                                                              |                                                           |                                               |

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

**Title I Schools – 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 |
|----------------------------|-----------------------------------------------|
|----------------------------|-----------------------------------------------|

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| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: |                                            |                                             | Anticipated Barrier                                  | Strategy | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------|------------------------------------------------------|----------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>1. Parent Involvement</b>                                                                                                              |                                            |                                             | 1.1.                                                 | 1.1.     | 1.1.                                                          | 1.1.                                                                                                         | 1.1.                    |
| <b>Parent Involvement Goal #1:</b>                                                                                                        |                                            |                                             |                                                      |          |                                                               |                                                                                                              |                         |
| NA<br>(not a DA School: No Goal Needed)                                                                                                   | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* |                                                      |          |                                                               |                                                                                                              |                         |
|                                                                                                                                           |                                            |                                             |                                                      |          |                                                               |                                                                                                              |                         |
|                                                                                                                                           |                                            |                                             | 1.2.                                                 | 1.2.     | 1.2.                                                          | 1.2.                                                                                                         | 1.2.                    |
|                                                                                                                                           |                                            | 1.3.                                        | 1.3.                                                 | 1.3.     | 1.3.                                                          | 1.3.                                                                                                         |                         |
| <b>Parent Involvement Goal(s)</b>                                                                                                         |                                            |                                             | <b>Problem-solving Process to Parent Involvement</b> |          |                                                               |                                                                                                              |                         |
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: |                                            |                                             | Anticipated Barrier                                  | Strategy | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
| <b>2. Parent Involvement</b>                                                                                                              |                                            |                                             | 2.1.                                                 | 2.1.     | 2.1.                                                          | 2.1.                                                                                                         | 2.1.                    |
| <b>Parent Involvement Goal #2:</b>                                                                                                        |                                            |                                             |                                                      |          |                                                               |                                                                                                              |                         |
| NA<br>(not a DA School: No Goal Needed)                                                                                                   | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* |                                                      |          |                                                               |                                                                                                              |                         |
|                                                                                                                                           |                                            |                                             |                                                      |          |                                                               |                                                                                                              |                         |
|                                                                                                                                           |                                            |                                             | 2.1.                                                 | 2.1.     | 2.1.                                                          | 2.1.                                                                                                         | 2.1.                    |
|                                                                                                                                           |                                            | 2.1.                                        | 2.1.                                                 | 2.1.     | 2.1.                                                          | 2.1.                                                                                                         |                         |

**Parent Involvement Professional Development**

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

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*End of Parent Involvement Goal(s)*

**Health and Fitness Goal(s)**

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

| Additional Goal(s)                                                                                                                                                                                                                                                             |                       |                        | Problem-Solving Process to Increase Student Achievement |                                                                                                           |                                                               |                                                                                                              |                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement:                                                                                                                                                                                        |                       |                        | Anticipated Barrier                                     | Strategy                                                                                                  | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool                    |
| <b>1. Health and Fitness Goal</b>                                                                                                                                                                                                                                              |                       |                        | 1.1. Scheduling Conflicts                               | 1.1. High School students will engage in a minimum of two semesters of physical education in grades 9-12. | 1.1. Principal<br>Guidance Counselors<br>APC                  | 1.1. Checking of student schedules                                                                           | 1.1. Student schedules<br>Master schedule. |
| <b>Health and Fitness Goal #1:</b><br>During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 60% on the Pretest to 80% on the Posttest. | 2012 Current Level :* | 2013 Expected Level :* |                                                         |                                                                                                           |                                                               |                                                                                                              |                                            |
|                                                                                                                                                                                                                                                                                | <b>60%</b>            | <b>80%</b>             |                                                         |                                                                                                           |                                                               |                                                                                                              |                                            |
|                                                                                                                                                                                                                                                                                |                       |                        | 1.2.                                                    | 1.2.                                                                                                      | 1.2.                                                          | 1.2.                                                                                                         | 1.2.                                       |
|                                                                                                                                                                                                                                                                                |                       |                        | 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 |
|                                                                                                                    |                     |                                  |                                                                    |                                                                                               |                                   |                                               |
|                                                                                                                    |                     |                                  |                                                                    |                                                                                               |                                   |                                               |
|                                                                                                                    |                     |                                  |                                                                    |                                                                                               |                                   |                                               |

### Continuous Improvement Goal(s)

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

| Additional Goal(s)                                                                                                                                                                                                                                                                                  |                       |                        | Problem-Solving Process to Increase Student Achievement |                                                      |                                                                                                                    |                                                                                                              |                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement:                                                                                                                                                                                                             |                       |                        | Anticipated Barrier                                     | Strategy                                             | Fidelity Check<br>Who and how will the fidelity be monitored?                                                      | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool                                                               |
| <b>I. Continuous Improvement Goal</b>                                                                                                                                                                                                                                                               |                       |                        | 1.1.- Not enough time to meet                           | 1.1. PLCs will meet on a monthly basis after school. | 1.1.<br><b>Who</b><br>Administration<br><b>How</b><br>- Administration will review PLCs logs and provide feedback. | 1.1.<br>PLST will examine the feedback from all PLCs and determine next steps in the PLC process.            | 1.1.<br>PLC Facilitators will provide feedback to PLST team on progress of their PLC. |
| <b>Continuous Improvement Goal #1:</b>                                                                                                                                                                                                                                                              | 2012 Current Level :* | 2013 Expected Level :* |                                                         |                                                      |                                                                                                                    |                                                                                                              |                                                                                       |
| The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their student's learning, share best practices, problem solve and develop lessons/assessments that improve student performance" will increase from 37.4% in 2012 to 40% in 2013. | <b>37.4%</b>          | <b>40%</b>             |                                                         |                                                      |                                                                                                                    |                                                                                                              |                                                                                       |
|                                                                                                                                                                                                                                                                                                     |                       |                        | 1.2.                                                    | 1.2.                                                 | 1.2.                                                                                                               | 1.2.                                                                                                         | 1.2.                                                                                  |
|                                                                                                                                                                                                                                                                                                     |                       |                        | 1.3.                                                    | 1.3.                                                 | 1.3.                                                                                                               | 1.3.                                                                                                         | 1.3.                                                                                  |

**Commented [DP14]:** This data here does not match the data in the chart on the left. Please correct.

### Continuous Improvement Goals Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity |                                  |                                         |                                                                    |                                                                                                |                                                                                                            |                                               |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Please note that each Strategy does not require a professional development or PLC activity.                        |                                  |                                         |                                                                    |                                                                                                |                                                                                                            |                                               |
| PD Content /Topic and/or PLC Focus                                                                                 | Grade Level/Subject              | PD Facilitator and/or PLC Leader        | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings) | Strategy for Follow-up/Monitoring                                                                          | Person or Position Responsible for Monitoring |
| PLC's                                                                                                              |                                  |                                         |                                                                    |                                                                                                |                                                                                                            |                                               |
| Plan-Do-Check-Act Model                                                                                            | Leadership Teams<br>All teachers | Leadership Team<br>Subject Area Leaders | School-wide                                                        | PLCs meet every three weeks for Plan-Do-Check-Act PLCs.                                        | Administrator and leadership team walk-throughs<br>Administrator and leadership Attendance at PLC meetings | Leadership Team                               |

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|  |  |                     |  |  |                 |  |
|--|--|---------------------|--|--|-----------------|--|
|  |  | PLC<br>Facilitators |  |  | PLC Survey data |  |
|  |  |                     |  |  |                 |  |

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

|                                                                                                  |                 |                                     |                                      |      |      |      |      |
|--------------------------------------------------------------------------------------------------|-----------------|-------------------------------------|--------------------------------------|------|------|------|------|
| <b>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</b>     |                 |                                     | A.1.                                 | A.1. | A.1. | A.1. | A.1. |
| NA                                                                                               | Reading Goal A: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |      |      |      |      |
|                                                                                                  |                 |                                     |                                      |      |      |      |      |
|                                                                                                  |                 |                                     | A.2.                                 | A.2. | A.2. | A.2. | A.2. |
|                                                                                                  |                 | A.3.                                | A.3.                                 | A.3. | A.3. | A.3. |      |
| <b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b> |                 |                                     | B.1.                                 | B.1. | B.1. | B.1. | B.1. |
| NA                                                                                               | Reading Goal B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |      |      |      |      |
|                                                                                                  |                 |                                     |                                      |      |      |      |      |
|                                                                                                  |                 |                                     | B.2.                                 | B.2. | B.2. | B.2. | B.2. |
|                                                                                                  |                 | B.3.                                | B.3.                                 | B.3. | B.3. | B.3. |      |

**NEW Comprehensive English Language Learning Assessment (CELLA) Goals**

| CELLA Goals                                                                                                                                        |                                                                                  | Problem-Solving Process to Increase Language Acquisition |                                                       |                                                               |                                                                                                              |                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.                                    |                                                                                  | Anticipated Barrier                                      | Strategy                                              | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
| <b>C. Students scoring proficient in Listening/Speaking.</b>                                                                                       |                                                                                  | 1.1.                                                     | 1.1.                                                  | 1.1.                                                          | 1.1.                                                                                                         | 1.1.                    |
| CELLA Goal #C:<br>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 70% to 72%. | 2012 Current Percent of Students Proficient in Listening/Speaking:<br><b>70%</b> |                                                          | <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b> |                                                               |                                                                                                              |                         |
|                                                                                                                                                    |                                                                                  | 1.2.                                                     | 1.2.                                                  | 1.2.                                                          | 1.2.                                                                                                         | 1.2.                    |
|                                                                                                                                                    |                                                                                  | 1.3.                                                     | 1.3.                                                  | 1.3.                                                          | 1.3.                                                                                                         | 1.3.                    |
| Students read in English at grade level text in a manner similar to non-ELL students.                                                              |                                                                                  | Anticipated Barrier                                      | Strategy                                              | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
| <b>D. Students scoring proficient in Reading.</b>                                                                                                  |                                                                                  | 2.1.                                                     | 2.1.                                                  | 2.1.                                                          | 2.1.                                                                                                         | 2.1.                    |
| CELLA Goal #D:<br>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 36% to 38%.            | 2012 Current Percent of Students Proficient in Reading :<br><b>36%</b>           |                                                          | <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b> |                                                               |                                                                                                              |                         |

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|                                                                                                                                         |                                                                        |                                                       |                 |                                                                      |                                                                                                                     |                                |      |      |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------|-----------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------|------|------|------|------|
|                                                                                                                                         |                                                                        | 2.2.                                                  | 2.2.            | 2.2.                                                                 | 2.2.                                                                                                                | 2.2.                           |      |      |      |      |
|                                                                                                                                         |                                                                        | 2.3                                                   | 2.3             | 2.3                                                                  | 2.3                                                                                                                 | 2.3                            |      |      |      |      |
| Students write in English at grade level in a manner similar to non-ELL students.                                                       |                                                                        | <b>Anticipated Barrier</b>                            | <b>Strategy</b> | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |      |      |      |      |
| <b>E. Students scoring proficient in Writing.</b>                                                                                       |                                                                        | 2.1.                                                  | 2.1.            | 2.1.                                                                 | 2.1.                                                                                                                | 2.1.                           |      |      |      |      |
| CELLA Goal #E:<br>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 42% to 44%. | 2012 Current Percent of Students Proficient in Writing :<br><b>42%</b> | <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b> |                 |                                                                      |                                                                                                                     |                                |      |      |      |      |
|                                                                                                                                         | 2.2.                                                                   |                                                       |                 |                                                                      |                                                                                                                     |                                | 2.2. | 2.2. | 2.2. | 2.2. |
|                                                                                                                                         | 2.3                                                                    |                                                       |                 |                                                                      |                                                                                                                     |                                | 2.3  | 2.3  | 2.3  | 2.3  |

**NEW Math Florida Alternate Assessment Goals**

|                                                                                                                                                                    |                                     |                                      |                                                                      |                                                                                                                     |                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | <b>Anticipated Barrier</b>          | <b>Strategy</b>                      | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored? | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy? | <b>Student Evaluation Tool</b> |
| <b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>                                                                           | F.1.                                | F.1.                                 | F.1.                                                                 | F.1.                                                                                                                | F.1.                           |
| Mathematics Goal F:<br><b>NA</b>                                                                                                                                   | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |                                                                      |                                                                                                                     |                                |



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|                                                                                                      |                                     |                                      |      |      |      |      |
|------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|------|------|------|------|
|                                                                                                      |                                     | F.2.                                 | F.2. | F.2. | F.2. | F.2. |
|                                                                                                      |                                     | F.3.                                 | F.3. | F.3. | F.3. | F.3. |
| <b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b> |                                     | G.1.                                 | G.1. | G.1. | G.1. | G.1. |
| Mathematics Goal G:                                                                                  | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |      |      |      |      |
| 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                                                                                                                           | Fidelity Check                                                                  | Strategy Data Check                                                                                                                    | Student Evaluation Tool                                                                    |
| <b>H. Students scoring in the middle or upper third (proficient) in Geometry.</b>                                                                                  |                                     |                                      | 1.1.<br>- Teachers at varying skills levels with the FCIM model. | 1.1.<br>Strategy<br><b>Tier 1</b> – Teachers will practice, starting in April 2013, with students and use DOE Item Specs examples. | 1.1.<br><b>Who</b><br>- Teacher<br>-Principal<br>-APC<br>-Math Resource/Contact | 1.1.<br>-PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). | 1.1.<br><u>2x per year District Baseline and Mid-Year Testing</u><br><u>Semester Exams</u> |
| Geometry Goal H:                                                                                                                                                   | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |                                                                  |                                                                                                                                    |                                                                                 |                                                                                                                                        |                                                                                            |

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|                                                                                                                                               |                   |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 78% to 79%.</p> | <p><b>78%</b></p> | <p><b>79%</b></p> | <p>FCIM model is not consistent across math classes.<br/>                 - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring.<br/>                 - Lack of common planning time to analyze mini lesson data.<br/>                 - Lack of understanding of when and how to implement the mini lessons within the District pacing guide.</p> | <p>Students will improve math skills using the provided FCIM units yearlong.<br/>                 Reading in the content area strategies will be incorporated into the FCIM lessons.<br/> <u>Action Steps.</u><br/>                 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.<br/>                 2. Based on the data, PLCs develop a 10 day projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum.<br/>                 3. As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/assessments.<br/>                 4. Teachers implement the mini lessons and mini assessments.<br/>                 5. Teachers bring assessment data back to the PLCs.<br/>                 6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a</p> | <p>District Math Team<br/>                 -Math DH<br/> <br/> <u>How</u><br/>                 -PLC logs turned into administration.<br/>                 Administration provides feedback.<br/>                 -Classroom walk-throughs observing this strategy.<br/>                 -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.<br/>                 -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.<br/>                 -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/or Math Coach.<br/>                 - PSLT will review the calendars/logs and make progress statements at the end of each nine weeks.</p> | <p>-For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.<br/> <br/>                 PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period.</p> | <p><u>During the Grading Period</u><br/>                 -Common assessments (pre, post, mid, section, end of unit)</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                    |                                                              |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>maintenance or re-teaching schedule.</p> <p>7. As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period.</p> <p>8. PLCs record their work in logs.</p>                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                        |
|                                                                                                                                                                    |                                                              |                                                               | 1.2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1.2.                                                                                                                                                                                                                                                                                                                                                      | 1.2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1.2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1.2.                                                                                                                                                                                                                   |
|                                                                                                                                                                    |                                                              |                                                               | 1.3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1.3.                                                                                                                                                                                                                                                                                                                                                      | 1.3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1.3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1.3.                                                                                                                                                                                                                   |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                                              |                                                               | <b>Anticipated Barrier</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                           | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored?                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Student Evaluation Tool</b>                                                                                                                                                                                         |
| <b>I. Students scoring in the upper third on Geometry.</b>                                                                                                         |                                                              |                                                               | 2.1.<br>- Teachers at varying skills levels with the FCIM model.<br>- Teachers' implementation of the FCIM model is not consistent across math classes.<br>- Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring.<br>- Lack of common planning time to analyze mini lesson data.<br>- Lack of understanding of when and how to implement the mini lessons within the District pacing guide. | 2.1.<br>Teachers will practice, starting in April 2013, with students and use DOE Item Spec examples but will differentiate instruction by providing challenging applications such as the MARS activity on wineglass volume. Students will address reading challenges in the content area while using math skills using the provided FCIM units yearlong. | 2.1.<br><u>Who</u><br>- Teacher<br>-Principal<br>-APC<br>-Math Resource/Contact<br>District Math Team<br>-Math DH<br><br><u>How</u><br>-PLC logs turned into administration.<br>Administration provides feedback.<br>-Classroom walk-throughs observing this strategy.<br>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.<br>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used | 2.1.<br>-PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet).<br><br>-For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.<br><br>PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period. | 2.1.<br><u>2x per year</u><br><u>District Baseline and Mid-Year Testing</u><br><br><u>Semester Exams</u><br><br><u>During the Grading Period</u><br><u>- Common assessments (pre, post, mid, section, end of unit)</u> |
| <b>Geometry Goal I:</b><br><br>The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 40% to 41%.        | <u>2012 Current Level of Performance:*</u><br><br><b>40%</b> | <u>2013 Expected Level of Performance:*</u><br><br><b>41%</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                        |

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|--|--|--|------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|
|  |  |  |      |      | to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.<br>-Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/or Math Coach.<br>- PSLT will review the calendars/logs and make progress statements at the end of each nine weeks. |      |      |
|  |  |  | 2.2. | 2.2. | 2.2.                                                                                                                                                                                                                                                                                                                                                                           | 2.2. | 2.2. |
|  |  |  | 2.3  | 2.3  | 2.3                                                                                                                                                                                                                                                                                                                                                                            | 2.3  | 2.3  |

End of Geometry EOC Goals

**NEW Science Florida Alternate Assessment Goal**

| Elementary, Middle and High Science Goals                                                                                                                          |                                                                    |                                                                     | Problem-Solving Process to Increase Student Achievement |          |                                                               |                                                                                                              |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------|----------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                                                    |                                                                     | Anticipated Barrier                                     | Strategy | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
| <b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>                                                                    |                                                                    |                                                                     | J.1.                                                    | J.1.     | J.1.                                                          | J.1.                                                                                                         | J.1.                    |
| Science Goal J:                                                                                                                                                    | 2012 Current Level of Performance:*                                | 2013 Expected Level of Performance:*                                |                                                         |          |                                                               |                                                                                                              |                         |
| NA                                                                                                                                                                 | Enter numerical data for current level of performance in this box. | Enter numerical data for expected level of performance in this box. |                                                         |          |                                                               |                                                                                                              |                         |

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|--|--|------|------|------|------|------|
|  |  | J.2. | J.2. | J.2. | J.2. | J.2. |
|  |  | J.3. | J.3. | J.3. | J.3. | J.3. |

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

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

| Biology EOC Goals                                                                                                                                                  |                                                        |                                                         | Problem-Solving Process to Increase Student Achievement                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                                        |                                                         | Anticipated Barrier                                                                                                                                                              | Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Fidelity Check<br>Who and how will the fidelity be monitored?                                                                                                             | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Student Evaluation Tool                                                                                                                                                                                                            |
| <b>K. Students scoring in the middle or upper third (proficient) in Biology.</b>                                                                                   |                                                        |                                                         | I.1.<br>-Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model.<br>-Lack of common planning time to facilitate and hold PLCs for like courses. | I.1.<br><u>Strategy</u><br>Students' science skills will improve through participation in the <b>5E instructional model.</b><br><br><u>Action Steps</u><br>-Teachers will attend District Science training and share 5E Instructional Model information with their PLCs.<br>-PLCs write SMART goals based for units of instruction.<br>-As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons.<br>-PLC teachers instruct students using the 5E Instructional Model.<br>-At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>-Teachers bring assessment | I.1.<br><u>Who</u><br>Principal<br>APC<br>Science Coach (where available)<br>Science SAL<br><br><u>How Monitored</u><br>-Classroom walk-throughs observing this strategy. | I.1.<br><u>Teacher Level</u><br>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.<br>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.<br><u>PLC Level</u><br>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.<br>-PLCs reflect on lesson outcomes and data used to drive future instruction.<br>-For each class/course, PLCs chart their overall progress towards the SMART Goal.<br><u>Leadership Team Level</u><br>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. | I.1.<br><u>2x per year</u><br>District-level baseline and mid-year tests<br><br>Semester Exams<br><br><u>During the Grading Period</u><br>-Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.) |
| <u>Biology Goal K:</u><br><br>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 72% to 74%.                       | 2012 Current Level of Performance: *<br><br><b>72%</b> | 2013 Expected Level of Performance: *<br><br><b>74%</b> |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                    |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                    |                                                          |                                                           |                                                                                                                                                                                                                                                                             | data back to the PLCs.<br>-Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  | -Data is used to drive teacher support and student supplemental instruction.                                                                                                                                                                       |                                                                                                                                                                                                     |
|                                                                                                                                                                    |                                                          |                                                           | 1.2.                                                                                                                                                                                                                                                                        | 1.2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1.2.                                                                                                                                                                                                                                                                                             | 1.2.                                                                                                                                                                                                                                               | 1.2.                                                                                                                                                                                                |
|                                                                                                                                                                    |                                                          |                                                           | 1.3.                                                                                                                                                                                                                                                                        | 1.3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1.3.                                                                                                                                                                                                                                                                                             | 1.3.                                                                                                                                                                                                                                               | 1.3.                                                                                                                                                                                                |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                                          |                                                           | <b>Anticipated Barrier</b>                                                                                                                                                                                                                                                  | <b>Strategy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Fidelity Check</b><br>Who and how will the fidelity be monitored?                                                                                                                                                                                                                             | <b>Strategy Data Check</b><br>How will the evaluation tool data be used to determine the effectiveness of strategy?                                                                                                                                | <b>Student Evaluation Tool</b>                                                                                                                                                                      |
| <b>L. Students scoring in upper third in Biology.</b>                                                                                                              |                                                          |                                                           | 2.1.<br>-Not all teachers have received the CCLS for Science overview.<br>-Not all teachers understand how to integrate close reading with the 5E instructional model.<br>-Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide. | 2.1.<br><b>Strategy</b><br>Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the <b>close reading model</b> (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least _____ times per nine weeks.<br><b>Action Steps</b><br><b>Professional Development</b><br>-The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model.<br>-The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.<br>-Teachers within departments attend professional | 2.1.<br><b>Who</b><br>Principal<br>AP<br>Science Coach<br>Reading Coach<br>Reading Leadership Team<br>CCLS Science Team<br>Science SAL/DH<br><br><b>How Monitored</b><br>Administration, Coach, SAL walk-throughs<br>-PLC logs turned into administration.<br>-Administration provides feedback. | 2.1.<br>Science PLC Resource meetings<br>Reading Leadership Team<br><br>PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool. | 2.1.<br><b>3x-per year</b><br>District level baseline, mid-year, and pre-EOC administration<br><br>Semester Exams<br><br><b>During the Grading Period</b><br>-mini-assessments<br>-unit assessments |
| <b>Biology Goal L:</b><br>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 48% to 50%.                           | <u>2012 Current Level of Performance:*</u><br><b>48%</b> | <u>2013 Expected Level of Performance:*</u><br><b>50%</b> |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                     |

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|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  |  |  | <p>development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p> <p><b><i>In PLCs/Department</i></b><br/>         -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.<br/>         -PLCs review Close Reading Selections to determine word count and high-Lexile.<br/>         -PLCs assign appropriate NGSSS benchmark to Close Reading passage<br/>         -To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous<br/>         - Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text.<br/>         Teachers use this information to build future close reading lessons.</p> <p><b><i>During the lessons, teachers:</i></b><br/>         -Guide students through text without reading or explaining the meaning of the text using the following:<br/>         --Introducing critical vocabulary to ensure comprehension of text.<br/>         --Stating an essential question prior to reading<br/>         --Using questions to check</p> |  |  |  |
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|  |  |  |      | for understanding.<br>--Using question to engage students in discussion.<br>--Requiring oral and written responses to text.<br>-Ask text-based questions that require close reading of the text and multiple reads of the text.<br><br><i>During the lessons, students:</i><br>-Grapple with complex text.<br>-Re-read for a second purpose and to increase comprehension.<br>-Engage in discussion to answer essential question using textual evidence.<br>-Write in response to essential question using textual evidence. |      |      |      |
|  |  |  | 2.2. | 2.2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2.2. | 2.2. | 2.2. |
|  |  |  | 2.3  | 2.3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2.3  | 2.3  | 2.3  |

**NEW Writing Florida Alternate Assessment Goal**

| Writing Goals                                                                                                                                                      |                                     |                                      | Problem-Solving Process to Increase Student Achievement |          |                                                               |                                                                                                              |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|---------------------------------------------------------|----------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                     |                                      | Anticipated Barrier                                     | Strategy | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
| <b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>                                                                   |                                     |                                      | M.1.                                                    | M.1.     | M.1.                                                          | M.1.                                                                                                         | M.1.                    |
| Writing Goal M:                                                                                                                                                    | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |                                                         |          |                                                               |                                                                                                              |                         |
| NA                                                                                                                                                                 |                                     |                                      |                                                         |          |                                                               |                                                                                                              |                         |



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

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

| STEM Goal(s)                                                                                                     | Problem-Solving Process to Increase Student Achievement                           |                                                                                                                                                                                                                                                       |                                                               |                                                                                                              |                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                  | Anticipated Barrier                                                               | Strategy                                                                                                                                                                                                                                              | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool                                                                                                          |
| Based on the analysis of school data, identify and define areas in need of improvement:                          |                                                                                   |                                                                                                                                                                                                                                                       |                                                               |                                                                                                              |                                                                                                                                  |
| <b>STEM Goal #1:</b><br>Implement/expand project/problem-based learning in math, science and CTE/STEM electives. | 1.1.<br>Need common planning time for math, science, ELA and other STEM teachers. | 1.1.<br>-Explicit direction for STEM professional learning communities to be established.<br>-Documentation of planning of units and outcomes of units in logs.<br>-Increase effectiveness of lessons through lesson study and district metrics, etc. | 1.1.<br>PLC or grade level lead -Subject Area Leaders         | 1.1.<br>Administrative/Department Head walk-throughs                                                         | 1.1.<br>Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers. |
|                                                                                                                  | 1.2.                                                                              | 1.2.                                                                                                                                                                                                                                                  | 1.2.                                                          | 1.2.                                                                                                         | 1.2.                                                                                                                             |
|                                                                                                                  | 1.3.                                                                              | 1.3.                                                                                                                                                                                                                                                  | 1.3.                                                          | 1.3.                                                                                                         | 1.3.                                                                                                                             |

**STEM Professional Development**

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity |                     |                                  |                                                                   |                                                                                              |                                   |                                               |
|--------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| Please note that each Strategy does not require a professional development or PLC activity.                        |                     |                                  |                                                                   |                                                                                              |                                   |                                               |
| PD Content /Topic and/or PLC Focus                                                                                 | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Project-based learning                                                                                             | 9-12                | Department Heads                 | Science, math, Department Heads and technology teachers PLCs      | On-going                                                                                     | Administrator walk-throughs       | Administration                                |

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*End of STEM Goal(s)*

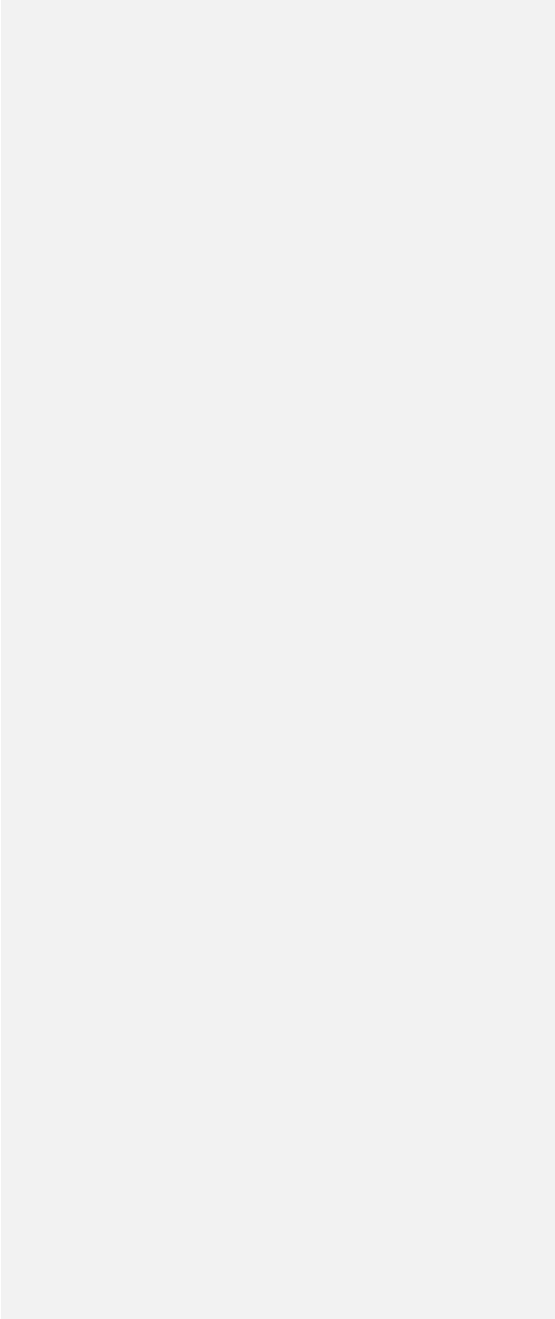
**NEW Career and Technical Education (CTE) Goal(s)**

| CTE Goal(s)                                                                                          | Problem-Solving Process to Increase Student Achievement |                                                                                                                                       |                                                               |                                                                                                              |                                                                                                                                   |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                      | Anticipated Barrier                                     | Strategy                                                                                                                              | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool                                                                                                           |
| Based on the analysis of school data, identify and define areas in need of improvement:              |                                                         |                                                                                                                                       |                                                               |                                                                                                              |                                                                                                                                   |
| <b>CTE Goal #1:</b><br>Number of CTE Industry certifications garnered at the end of the school year. | 1.1.                                                    | 1.1.<br>Aggregate and Analyze student certification data at the end of the year to determine next steps for increased certifications. | 1.1.<br>CTE Teachers                                          | 1.1.<br>Aggregate and analyze the data every quarter to develop next steps                                   | 1.1.<br>Log number of student certifications in Auto Tech, Culinary, Business, Travel and Tourism, and Early Childhood Education. |
|                                                                                                      | 1.2.                                                    | 1.2.                                                                                                                                  | 1.2.                                                          | 1.2.                                                                                                         | 1.2.                                                                                                                              |
|                                                                                                      | 1.3.                                                    | 1.3.                                                                                                                                  | 1.3.                                                          | 1.3.                                                                                                         | 1.3.                                                                                                                              |

**CTE Professional Development**

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

*End of CTE Goal(s)*



**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

| School Differentiated Accountability Status |                                |           |
|---------------------------------------------|--------------------------------|-----------|
| <input type="checkbox"/> Priority           | <input type="checkbox"/> Focus | X Prevent |

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

X Yes       No

|                                                                           |
|---------------------------------------------------------------------------|
| If No, describe the measures being taken to comply with SAC requirements. |
|                                                                           |

| Describe the use of SAC funds.                               |                                                                                  |                  |              |
|--------------------------------------------------------------|----------------------------------------------------------------------------------|------------------|--------------|
| Name and Number of Strategy from the School Improvement Plan | Description of Resources that improves student achievement or student engagement | Projected Amount | Final Amount |
|                                                              |                                                                                  |                  |              |
|                                                              |                                                                                  |                  |              |
|                                                              |                                                                                  |                  |              |
|                                                              |                                                                                  |                  |              |
| Final Amount Spent                                           |                                                                                  |                  |              |