

FLORIDA DEPARTMENT OF EDUCATION



Bowers/Whitley Career Center

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: BOWERS-WHITLEY CAREER CENTER	District Name: Hillsborough
Principal: Dr. Anthony Colucci	Superintendent: MaryEllen Elia
SAC Chair: Janice Diaz	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Dr. Anthony Colucci	Ed.D. Leader. M.S. Admin. Elem. Ed. Social St.	9	21	Bowers/Whitley is an ungraded school. This information is not available.
Assistant Principal	Thomas Saxton	M.S. Ed. Leader. Business Ed. Marketing Ed.	7	3	Bowers/Whitley is an ungraded school. This information is not available.

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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Desiree Sladky		1	7	Bowers/Whitley is an ungraded school. This information is not available.

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	Ongoing	
3. District Mentoring Program	District Mentors	Ongoing	
4. District Peer Program	District Peers	Ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4	Staff members are all currently enrolled in district training classes in order to satisfy requirements to become highly qualified.

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
27	0	18.52% (5)	25.93% (7)	55.55% (15)	59.26% (16)	85.19% (23)	29.63% (8)	3.7% (1)	7.41% (2)

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
Thomas Saxton		Mr. Saxton has over 11 yrs. of teaching experience and has FPMS training.	Monthly observations, face to face meetings, discussion/action plan for improvement meetings

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

- A. Principal
- B. Assistant Principal for Curriculum
- C. School Psychologist
- D. Guidance Counselors
- F. ESE Specialist
- G. ELP Coordinator
- H. School Advisory Council Chair

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

The purpose of the MTSS team at Bowers/Whitley Career Center is to provide quality instruction/intervention that matches student needs by using performance and learning rates over time to make important educational decisions to guide instruction. The MTSS team functionally addresses the progress of low performing students, helping them to meet AYP, helping them to stay in regular education classroom settings, and to improve long term outcomes. The team uses a continuous improvement problem solving model making data driven decisions.

Our MTSS Team is called the Viking 7 and serves as the main leadership team of the school. The Viking 7 meets twice a month to:

- Implement the continuous improvement MTSS problem solving model to:
 - o Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
 - o Determine scheduling needs, curriculum and intervention resources
 - o Review/interpret student data as needed (Academic and Behavior)
 - o Organize and support systematic data collection.
- Strengthen the Tier 1 (core curriculum) instruction:
 - o Through the implementation of Professional Learning Communities (PLCs)
 - o Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments
 - o Through the use of Common Assessments given every 6-9 weeks.
 - o Through the implementation of research-based, scientifically validated instruction/interventions.

This year our MTSS team will focus on Differentiated Instruction practices.

- Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
- Monitor interventions and data assessment in Tier 2 and Tier 3.
- Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring.
- Identify professional development needs and resources.

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

- The School Advisory Council (SAC) Chair is a member of the Viking 7.
- The Viking 7 along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for 11-12 school year, during preplanning for 12-13, and will continue throughout the 12-13 school year.
- The School Improvement Plan is the document that guides the work of the Viking 7. The large part of the work of the Viking 7 is outlined in the Action Steps, Evaluation Process, and Professional Development of the School Improvement Plan.

Given that one of the main tasks is to monitor student data related to instruction and interventions, the Viking 7 will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The Viking 7 will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator

Strategy Fidelity Check

Strategy Data Check

Not Evident

Teacher monitoring indicates strategy implementation has not begun.

Student data indicate that strategy implementation is showing no positive effect on student achievement.

Emerging

Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.

Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

Operational

Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.

Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.

Highly Functional

Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.

Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

The Viking 7 will communicate with and support the PLCs in implementing the proposed strategies by assigning Viking 7 members as consultants to the PLCs to facilitate planning and

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implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger Viking 7 team through the subject area Viking 7 representatives.

The Viking 7 and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

review and analyze screening and collateral data

develop and test hypotheses about why student/school problems are occurring (changeable barriers)

develop and target interventions based on confirmed hypotheses

establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment

develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals

(e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source

Database

Person (s) Responsible

FCAT released test

School Generated Excel Database

Reading Coach, Testing Chair, Teachers, APC

Baseline and Midyear District Assessments

Scantron Achievement Series

Data Wall

Viking 7, PLCs, individual teachers

Subject-specific assessments generated by District-level Subject Supervisors

Scantron Achievement Series

Data Wall

Viking 7, PLCs, individual teachers

Program Generated Assessments

Software

Individual teachers

Hillsborough 2012

Rule 6A-1.099811

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FAIR

Progress Monitoring and Reporting Network
Data Wall
Reading Coach

CELLA

Sagebrush (IPT)
ELL Representative, Testing Chair

Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources
Subject Area Generated Database
Individual teachers, Viking 7

Nine Week Assessments
Subject Area Generated Excel Database
Individual teachers, Viking 7

Semester Exams

Subject Area Generated Excel Database
Individual teachers, Viking 7

Mini-Assessments on specific tested Benchmarks
Subject Area Generated Excel Database
Individual teachers

*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:
Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
Determine which skills need to be taught with alternative strategies.
Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)
Data Source
Database
Person (s) Responsible for Monitoring

Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)
School Generated Database in Excel

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Viking 7/ ELP Facilitator

FAIR OPM

School Generated Database in Excel

Viking 7/ Reading Coach

Ongoing assessments within Intensive Courses

Database provided by course materials (for courses that have one), School Generated Database in Excel

Viking 7/PLC/Individual Teachers

Other Curriculum Based Measurement** (see below)

School Generated Database in Excel

PSLT/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) before 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 Viking 7 and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:
assess the same skills over time
have multiple equivalent forms
are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

- The MTSS PowerPoint presented to Principals during School Improvement Training will be shared with staff. This presentation was shared with the Bowers/Whitley Career Center staff during pre-planning for the 12-13 school year.
- As the District's Problem Solving Team develops resources and staff development courses on MTSS, these tools and staff development sessions will be conducted with staff as they become available.
- Professional Development sessions will occur during the prescheduled Tuesday faculty meetings.

Describe plan to support MTSS.

Support comes from the top down. The administrators will get behind this, support it, and make it routine. Meetings will be held to discuss the progress of the school and check to make sure all students are improving academically.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team serves as the school’s literacy Professional Learning Community. The team is comprised of: Principal Assistant Principal for Curriculum Reading Coach Reading Teachers Various Elective Teachers</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.</p> <p>The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.</p> <p>The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers’ reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team’s support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.</p>
<p>What will be the major initiatives of the LLT this year? Implementation and evaluation of the SIP reading strategies across the content areas Professional Development Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas Data analysis (on-going)</p>

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.

The reading coach is required as a part of her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities as well as coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan. The Reading coach is responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, the Reading coach co-plans, co-teaches, observes and provides feedback.

***High Schools Only**

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

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

Courses and coursework are established in Career Academies, Career Pathways, and Program Completers 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, 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?

Bowers/Whitley Career Center administrators and guidance counselors interview each incoming student and gauge their interest level in each program offered. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, teachers, and APC will then articulate with feeder schools and assist students in signing up for courses and programs based on their individual interests and program availability. The students are scheduled based on their interests and stay within their chosen career path for two years. On an annual basis, Bowers/Whitley Career Center will review new course offerings at the State and District Level to continue to offer rigorous and relevant coursework that meets 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](#).

Bowers/Whitley Career Center has reflected over our High School Feedback Report Trends for the last 3 year from 2008- 2011 data. Our guidance counselors are equipped with programs of study to help guide students to their educational pathway. The Program of Study for High School students maps out the courses and timeline for students to be program completers and successfully transition to post secondary institutions. Hillsborough county provides a variety of opportunities for students to learn about prospects at post secondary institutions through programs such as:

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Amazing Race-Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities, and program offerings for incoming college freshmen.

Hi-Tec Trek- Provides 11th graders with an opportunity to explore Hillsborough County's post-secondary centers for enrollment and program opportunities.

In addition, the Hillsborough county career pathways consortium coordinates articulation agreements to provide Hillsborough County High School Program Completers with free credit at post secondary centers across the state of Florida.

Specifically at Bowers/Whitley Career Center we will offer ACT prep classes during each semester. Counselors will meet with all students to encourage students to complete the class and take the test. Communication letters on the ACT will be sent home with students to advertise the ACT classes and testing dates. Using ELP funds our school will provide tutorial sessions for ACT, FCAT, and GED students five times a week. Our school is also a part of the Project Success Program sponsored by the Hillsborough Education Foundation and the Eckerd Family Foundation. This grant allows students the opportunity to participate in post-secondary education through academic/career scholarships.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. <u>Reading Goal: Based on the TABE Reading average level</u>			1.1. Students entering BWCC will not test well on the TABE because they will not take the test seriously.	2.1 Strategy Promote the test and its importance to true academic success at BWCC. <u>Action Steps.</u> The teachers, administrators, and guidance counselors will inform and remind the students about the importance of the TABE through classroom interaction, counseling sessions, and administrative speeches and announcements.	2.1. <u>Who/How</u> Guidance and administration will grade and distribute test scores to teachers. <u>First Nine Week Check</u> There will be no new data to evaluate at this time. <u>Second Nine Week Check</u> The teachers will use the data to access student knowledge and plan differentiated instruction accordingly. <u>Third Nine Week Check</u> There will be no new data to evaluate at this time.	2.1. The teachers, guidance, and administration will analyze the TABE scores to see if there is student improvement. <u>First Nine Week Check</u> N/A <u>Second Nine Week Check</u> The teachers will use this data to access student knowledge and plan differentiated instruction accordingly. <u>Third Nine Week Check</u> N/A	2.1. <u>2-3x Per Year</u> The students will take the TABE test in September 2012, January 2013, and June 2013. <u>During Nine Weeks</u> N/A
Reading Goal:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
During the 2011-2012 school year, the average level on the Reading TABE from the September testing to the June testing increased by 15%.	15%	18%					
For the 2012-2013 school year the average level on the Reading TABE from September testing to the June testing will increase by 18%.							

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Improvement of TABE Scores	9-12	Principal	School-Wide PLC	On-going bi-weekly after school	Review TABE data after second nine weeks	Assistant Principal

End of Reading Goals

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Mathematics Goals

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

Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Math Goal: Based on the TABE Math average level.			1.1.	2.1	2.1.	2.1.	2.1.
<p><u>Mathematics Goal:</u></p> <p>During the 2011-2012 school year, the average level on the Math TABE from the September testing to the June testing increased by <u>20%</u>.</p> <p>For the 2012-2013 school year the average level on the Math TABE from September testing to the June testing will increase by <u>22%</u>.</p>			<p>Students entering BWCC will not test well on the TABE because they will not take the test seriously.</p>	<p>Strategy</p> <p>Promote the test and its importance to true academic success at BWCC.</p> <p><u>Action Steps.</u></p> <p>The teachers, administrators, and guidance counselors will inform and remind the students about the importance of the TABE through classroom interaction, counseling sessions, and administrative speeches and announcements.</p>	<p><u>Who/How</u></p> <p>Guidance and administration will administer and distribute test scores to teachers.</p> <p><u>First Nine Week Check</u></p> <p>There will be no new data to evaluate at this time.</p> <p><u>Second Nine Week Check</u></p> <p>The teachers will use this data to access student knowledge and plan differentiated instruction accordingly.</p> <p><u>Third Nine Week Check</u></p> <p>There will be no new data to evaluate at this time.</p>	<p><u>First Nine Week Check</u></p> <p>N/A</p> <p><u>Second Nine Week Check</u></p> <p>The teachers will use this data to access student knowledge and plan differentiated instruction accordingly.</p> <p><u>Third Nine Week Check</u></p> <p>N/A</p>	<p><u>2-3x Per Year</u></p> <p>The students will take the TABE test in September 2012, January 2013, and June 2013.</p> <p><u>During Nine Weeks</u></p> <p>N/A</p>
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20%	22%					

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Improvement of TABE Scores	9-12	Principal	School-Wide PLC	On-going bi-weekly after school	Review TABE data after second nine weeks	Assistant Principal

End of Mathematics Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1. The Administration Team along with other appropriate staff will meet every 20 days to review the school’s Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives. Attendance incentives will be offered.	1.1. AP will run Attendance/Tardy meetings every 20 days with appropriate reports AP will maintain data base Social Worker Guidance Counselors	1.1. Administration Team and subset of PSLT will examine data monthly	1.1. Attendance Report Tardy Report Attendance Plan
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The attendance rate will increase from 84.79% in 2011-2012 to 86% in 2012-2013. -The number of students who have 10 or more unexcused absences throughout the school year will decrease from 186 in 2011-2012 to 160 in 2012-2013. -The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 67 in 2011-2012 to 50 in 2012-2013.	84.79%	86%					
	<u>2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)</u>					
	186	160					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	67	50					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	9-12	AP	Attendance Committee	September/ October	Review plan and student data every 20 days	AP

End of Attendance Goals

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Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. A high percentage of BWCC students have had discipline problems at their former schools.	1.1. Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules. Students are exposed to the school culture, rules, and expectations from Day 1 and are continually reminded through teacher communication and morning show announcements by administration. Student incentives for positive behavior will be offered.	1.1. Teachers, Program Advisor, Administration, and Guidance will monitor this process through classroom visits, student discussions, and morning show announcements	1.1. Administration will check reports monthly and determine if OSS numbers are decreasing.	1.1. 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					
	40	10					
-The total number of Out-of-Suspensions (including ATOSS) will decrease from 156 in 2011-2012 to 100 in 2012-2013.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	30	10					
-The total number of students receiving Out-of-School Suspension will decrease from 105 in 2011-2012 to 90 in 2012- 2013.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	156	100					
	2012 Total Number of Students Suspended Out-of- School	2013 Expected Number of Students Suspended Out-of-School					
	105	90					
			1.2. Lack of parental support of school-assigned discipline interventions.	1.2. Various intervention strategies will be implemented by teachers and administration prior to OSS. (Seat change, phone home, guidance referrals, detention)	1.2 Teachers and Administration	1.2. Administration will check reports monthly and determine if OSS numbers are decreasing.	1.2. ODR and suspension data cross-referenced with mainframe discipline data
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Response To Intervention	9-12	District Trainer	Administration	Ongoing throughout school year	Teachers and Administration will review the attendance and behavior data on a weekly basis, providing mentoring to students, and establishing ongoing contact with parents.	Principal and Assistant Principal

End of Suspension Goals

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Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. - Not enough time to meet	1.1. PLCs will meet after school to discuss issues and strategies.	1.1. Who -Administration How - Administration will review PLCs logs and provide feedback.	1.1. PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1. PLC Facilitators will provide feedback to PLST team on progress of their PLC.
Continuous Improvement Goal #1: 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 (under Teaching and Learning)” will increase from 60% in 2012 to 75% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	60%	75%					
	1.2. - Not all staff is trained in PLCs. - PLC Facilitators/Subject Area Leaders are not all trained to lead PLCs. - Difficulty making the transition for keeping meetings curriculum and student focused.		1.2. Reading coach will provide training on PLCs to the PLC members through modeling exercises. PLC members will then implement what they observe in their PLCs.	1.2. Who Principal and trained staff members How - Administration will review PLCs logs and provide feedback.	1.2. PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2. PLC Facilitators will provide feedback to PLST team on progress of their PLC.	
1.3. - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.		1.3. PLC log templates will be created that include the SIP’s goals. PLCs will use the Action Steps of the Goals as a guide for	1.3. Who Administration Teachers who have received District training in PLCs	1.3. PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.3. PLC Facilitators will provide feedback to PLST team on progress of their PLC.		

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			PLC discussion and PLC work.	and PLC Facilitation How - Administration will review PLCs logs.		
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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 PaMTSScipants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	9-12	Teachers who have received District trainings	School-wide	Preplanning-August Faculty meetings in September and October	Administration walk-throughs of PLC meetings	Administration

End of Additional Goal(s)

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/Speaking.		1.1.	2.1	2.1.	2.1.	2.1.	
<p>CELLA Goal #C:</p> <p>During the 2011-2012 school year, the percent of students proficient in listening/speaking was 40%.</p> <p>For the 2012-2013 school year, the percent of students proficient in listening/speaking will increase to 45%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p> <p style="text-align: center;">40%</p>	<p>CELLA students entering BWCC do not have parents that speak English with proficiency. They do not have the benefit of hearing or speaking English at home, limiting the time they are exposed to the language.</p>	<p>2.1 Strategy Promote English as much as possible in the classroom environment at BWCC.</p> <p><u>Action Steps.</u></p> <p>The teachers, administrators, and guidance counselors will inform and remind the students about the importance of English through classroom interaction, counseling sessions, and administrative speeches and announcements.</p>	<p><u>Who/How</u> ESOL aide will pull students out of classroom for direct instruction.</p> <p><u>First Nine Week Check</u> There will be no new data to evaluate at this time.</p> <p><u>Second Nine Week Check</u> Data through CELLA testing and direct assessment.</p> <p><u>Third Nine Week Check</u></p>	<p>The teachers, guidance, and administration will analyze the CELLA scores to see if there is student improvement.</p> <p><u>First Nine Week Check</u> N/A</p> <p><u>Second Nine Week Check</u> The teachers will use this data to access student knowledge and plan differentiated instruction accordingly.</p> <p><u>Third Nine Week Check</u> N/A</p>	<p>2.1. The students will take the CELLA test in October 2012 <u>During Nine Weeks</u></p> <p>N/A</p>	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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D. Students scoring proficient in Reading.		1.1.	2.1	2.1.	2.1.	2.1.
CELLA Goal #D: During the 2011-2012 school year, the percent of students proficient in listening/speaking was 30%. For the 2012-2013 school year, the percent of students proficient in listening/speaking will increase to 35%.	2012 Current Percent of Students Proficient in Reading :	CELLA students entering BWCC do not have parents that read English with proficiency. They do not have the benefit of reading English at home, limiting the time they are exposed to the language.	Strategy Promote English as much as possible in the classroom environment at BWCC. <u>Action Steps.</u> The teachers, administrators, and guidance counselors will inform and remind the students about the importance of English through classroom interaction, counseling sessions, and administrative speeches and announcements.	Who/How ESOL aide will pull students out of classroom for direct instruction. <u>First Nine Week Check</u> There will be no new data to evaluate at this time. <u>Second Nine Week Check</u> Data through CELLA testing and direct assessment. <u>Third Nine Week Check</u>	The teachers, guidance, and administration will analyze the CELLA scores to see if there is student improvement. <u>First Nine Week Check</u> N/A <u>Second Nine Week Check</u> The teachers will use this data to access student knowledge and plan differentiated instruction accordingly. <u>Third Nine Week Check</u> N/A	The students will take the CELLA test in October 2012 During Nine Weeks N/A
	30%					
	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.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		1.1.	2.1	2.1.	2.1.	2.1.
CELLA Goal #E: During the 2011-2012 school year, the percent of students proficient in listening/speaking was 20%. For the 2012-2013 school year, the percent of students proficient in listening/speaking will	2012 Current Percent of Students Proficient in Writing :	CELLA students entering BWCC do not have parents that write in English with proficiency. They do not have the benefit of writing in English at home, limiting the time they are exposed to the language.	Strategy Promote English as much as possible in the classroom environment at BWCC. <u>Action Steps.</u> The teachers, administrators, and	Who/How ESOL aide will pull students out of classroom for direct instruction. <u>First Nine Week Check</u> There will be no new data to evaluate at this time.	The teachers, guidance, and administration will analyze the CELLA scores to see if there is student improvement. <u>First Nine Week Check</u> N/A <u>Second Nine Week Check</u> The teachers will use this	The students will take the CELLA test in October 2012 During Nine Weeks N/A
	20%					

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increase to 25%.			guidance counselors will inform and remind the students about the importance of English through classroom interaction, counseling sessions, and administrative speeches and announcements.	<u>Second Nine Week Check</u> Data through CELLA testing and direct assessment. <u>Third Nine Week Check</u>	data to access student knowledge and plan differentiated instruction accordingly. <u>Third Nine Week Check</u> N/A	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
<u>STEM Goal #1:</u> During the 2011-2012 school year, the percent of students using technology proficiently in the classroom was 80%. For the 2012-2013 school year, the percent of students using technology proficiently in the classroom will increase to 85%.	1.1. Students will focus on only one type of technology and lose interest in the other options.	2.1 Strategy Promote technology as much as possible in the classroom environment at BWCC. <u>Action Steps.</u> The teachers, administrators, and guidance counselors will inform and remind the students about the importance of technology	2.1. <u>Who/How</u> Tech Specialist will assist the students in group project development and technology-based research. <u>First Nine Week Check</u> There will be no new data to evaluate at this time. <u>Second Nine Week Check</u>	2.1. The teachers, guidance, and administration will analyze the projects and test scores to see if there is student improvement. <u>First Nine Week Check</u> N/A <u>Second Nine Week Check</u> The teachers will use this data to access student knowledge and plan differentiated instruction accordingly.	2.1. The students will take the semester exams in October 2012 online. <u>During Nine Weeks</u> N/A

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		through classroom interaction, counseling sessions, and administrative speeches and announcements.	Data through teacher testing and direct assessment. <u>Third Nine Week Check</u>	<u>Third Nine Week Check</u> N/A	
	1.2.				
	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
Technology in the Classroom	9-12	Tech Specialist	School-Wide PLC	On-going bi-weekly after school	Review test data after second nine weeks	Assistant Principal

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>During the 2011-2012 school year, the percentage of eligible for graduation students who had completed at least 3 courses in their program of study was the following:</p> <p>Total: <u>91</u>% Culinary Arts: Automotive: Construction: Marketing: Comp. Gaming: Business: Nursing: Int. Design: ECE:</p> <p>During the 2012-2013 school year, the percentage of eligible for graduation students who will complete at least 3 courses in their program of study will be the following:</p> <p>Total: <u>95</u>% Culinary Arts: Automotive: Construction: Marketing: Comp. Gaming: Business: Nursing: Int. Design: ECE:</p>	<p>1.1.</p> <p>Students want to change careers due to lack of interest or personality conflicts before they have completed three courses.</p>	<p>1.1.</p> <p>Strategy Create a forum for sharing among career teachers on best practices, student engagement, and student retention</p> <p><u>Action Steps</u> Use established PLCs to share best practices and allow for cross-career communication.</p>	<p>1.1.</p> <p><u>Who</u> AP</p> <p><u>How</u> Sit in on PLCs and observe communication, monitor rosters to assure program retention</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.1.</p> <p>The school rosters generated from SILK and SDHC mainframe will allow for fidelity checks. This information will help determine which programs are maintaining numbers and retaining students.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.1.</p> <p><u>2-3x Per Year</u> SILK reports and SDHC reports</p> <p><u>During Nine Weeks</u> SILK reports and SDHC reports</p>

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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
Student Recruitment and Retention	9-12	Dept. Head	Career PLC	On-going bi-weekly after school	Compare rosters and strategies for keeping students engaged in the classroom	Career Teachers
Student Recruitment and Retention	9-12	Dept. Head	Career Academy PLC	On-going bi-weekly after school	Compare rosters and strategies for keeping students engaged in the classroom	Career Teachers

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Attendance #1, Suspension #1	Gift card tied to student attendance and discipline	\$1,000.00	\$890.00
Final Amount Spent			\$890.00