

# FLORIDA DEPARTMENT OF EDUCATION



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

**School Information**

School Name: James W. Mitchell High School	District Name: Pasco
Principal: James Michaels	Superintendent: Heather Fiorentino
SAC Chair: Debbie Biscardi	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

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](#)

**Administrators**

List your school's 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.

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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	James Michaels	Physical Education, Educational Leadership, School Principal (All Levels)	4	15	JWMHS: 11-12 Pending 10-11 A 09-10 A RRHS 08-09 C 07-08 B 06-07 C
Assistant Principal	Jill Cortier	Biology, Educational Leadership	3	3	JWMHS: 11-12 Pending 10-11 A
Assistant Principal	Angela Murphy	Social Sciences 6-12, Journalism 6-12, Educational Leadership, School Principal (All Levels)	4	6	JWMHS: 11-12 Pending 10-11 A 09-10 A DISTRICT: 08-09 07-08
Assistant Principal	Jessica Schultz	English 6-12, ESOL, Educational Leadership	7	7	JWMHS: 11-12 Pending 10-11 A 09-10 A 08-09 C 07-08 B 06-07 B
Assistant Principal	Fatima Stark	School Counseling, Educational Leadership	7	7	JWMHS: 11-12 Pending 10-11 A 09-10 A 08-09 C 07-08 B 06-07 B

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### Instructional Coaches

List your school's 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 ambitious but achievable annual measurable objective (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)
Literacy	Carolyn Kuzniewski	BA Elementary Ed, MA Reading Specialization, Florida Certification in: Reading K-12 and Social Studies 6-12	3	4	JWMHS: 11-12 Pending 10-11 A 09-10 A Trinity Oaks Elementary 08-09

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. District guidelines will be followed to retain and recruit highly effective teachers.	Principals/Assistant Principals	Ongoing
2. New teacher induction program/assigning mentors.	Jessica Schultz	June 2013
3. New teacher work group sessions/professional development focused on needs on new teachers.	Jessica Schultz	June 2013
4. Walkthroughs	Administrators/Leadership Team	June 2013
5. Staff recognition program	Administrators/PCR Committee	June 2013
6. Professional Learning Communities/Academies	Administrators/PLC Leaders/Academy Lead Teachers	June 2013

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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Judy Hsu - Gifted	Gifted Endorsement courses

***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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
111	1% (2)	16% (18)	45% (50)	41% (45)	44% (48)	N/A	8% (9)	5% (6)	15% (17)

***Teacher Mentoring Program/Plan*** Please describe the school’s teacher mentoring program/plan 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
Ed Braddy	Steven Causey	Science	Weekly Meetings Observations Peer Review Coaching Shadowing
TBD	Steven Okun Traci De Leon	ROTC Math	Weekly Meetings Observations Peer Review Coaching Shadowing

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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.
Angela Murphy, Fatima Stark, Jill Cortier, Jessica Schultz, James Michaels, Debbie Biscardi, Abe Knowles, Kelly McDonough, Kristen Martanovic, Carolyn Kuznewski, Michelle Marley, Angie Saxton, Regenia Dixon, Lisa Harter
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 MTSS leadership team will work in conjunction with other school-wide committees (i.e. attendance and discipline) to help establish procedures and identify areas of need in these areas. It is also to look at individual student needs and progress.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
The leadership and navigation team met to review current goals and target new resources to be implemented to meet new SIP goals. The RtI team will continuously gather data and new information as it is available to monitor the progress in order to meet the goals.
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.
Data collected on students may include but is not limited to: <ul style="list-style-type: none"><li>• Florida Comprehensive Assessment Test (FCAT)</li><li>• ACT/SAT/PERT/Accuplacer</li><li>• Comprehensive English Language Learning Assessment (CELLA)</li><li>• Progress Monitoring Plans (PMP)</li><li>• Diagnostic Assessment for Reading (DAR)</li><li>• Florida Assessment for Instruction in Reading (FAIR)</li><li>• Core K12 Assessments (Math &amp; Science)</li><li>• Teacher Created Common Assessments (within departments)</li><li>• Office Discipline Referrals</li><li>• Stampede Towards Success Formative Assessments</li><li>• Attendance</li><li>• PS/RTI Database</li></ul>
Describe the plan to train staff on MTSS.
We will distribute and review information for all staff in small groups, lunch and learns and faculty meetings. We will provide staff with resources and extension activities on the Moodle Teacher Resource website.
Describe the plan to support MTSS.
In-service trainings will continue to provide the faculty training and support in best practices. Teachers of common subject areas will be provided bi-weekly planning opportunities to discuss lesson plans, tools, strategies, and interventions for their specific subject areas.

### *Literacy Leadership Team (LLT)*

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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### School-Based Literacy Leadership Team

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

James Michaels  
Angela Murphy  
Jill Cortier  
Jessica Schultz  
Fatima Stark  
Joanne Valk-Kerr  
Kelly McDonough  
Ed Braddy  
Rebecca Huff  
Jean Imperatore  
Andrea Berry-Guth  
Scott Williams  
Kristen Martanovic  
Peggy Hinmon  
Aschelle Glaves  
Sheri Curran  
Carolyn Kuznewski  
Debbie Biscardi

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

Meet monthly to plan and facilitate CCSS action plan and literacy integration for department meetings. Increase staff's understanding of the CCSS shifts in thinking and standards-based instruction in ELA literacy, disciplinary literacy and mathematics.

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

Increasing the use of informational text, evidenced-based reading and writing, disciplinary literacy, and introduction to the Common Core State Standards

**\*Grades 6-12 Only** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Mustang Stampede for Success (Common formative assessments in literacy), Professional Development focus is literacy based, all teachers will have a literacy goal that will be monitored, administration and leadership literacy walk-throughs.

**\*High Schools Only**

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

**August 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**



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J.W. Mitchell High School teachers provide application activities and focus instruction on problem solving and critical thinking that is applicable to real world situations. We have developed two Career Academies, the Academy for the Medical Arts and Business Management Academy. We also encourage every student to complete a year-long senior project that focuses on service learning.

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?

The Student Services team meets with the students in a group and in an individual setting. We also hold multiple Parent Universities to educate parents and students with the resources that are available.

### *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](#).

Incorporate higher-level learning into curriculum. Offer the Ready to Work test. Partnership with Princeton Review to offer ACT and SAT practice tests and results review answer sessions. Encourage students to take more rigorous coursework (i.e. AP, Dual Enrollment, Honors) as well as integrate standardized test taking strategies into daily instruction.

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			IA.1. Student weakness in Informational Text & Reading Application.	IA.1. The staff will actively participate in regularly scheduled weekly professional development to review best practices, student progress monitoring, and school-wide strategies in literacy. Topics will focus on evidence-based reading/writing (close reading), marking the text (text structure/analysis), sourcing, and Cornell note taking (main idea/summarizing).	IA.1. Admin., Literacy Coach, Core Team	IA.1. Staff PD surveys, STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores	IA.1. STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores
Reading Goal #1A: <i>Increase of 1%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Providing relevance to the non-FCAT tested grade levels and content areas.	Increase the use of informational text across all disciplines.			
	27%	28% (219/782)					
			IA.2. Scheduling, limited time and follow up of teacher to re-teach/provide remediation for specific areas of reading	IA.2. Continue Stampede Toward Success Reading Challenge: combination of on campus and on-line formative reading assessments, based on reading strands, teachers/students chart progress, remediate non-proficient areas, then analyze their own data.	IA.2. Admin., Literacy Coach, Assessment & Accountability	IA.2. Increase of post-assessment score results from pre-test, FCAT Strand reports improve on FAIR assessments	IA.2. Formative reading assessment results by individual, class by class, and grade level, FAIR reports, FCAT scores
			IA.3. Accessibility for new teachers to Pasco STAR, time and ability of staff to disaggregate data	IA.3. Provide all staff members with specific student achievement data before school begins and continuously throughout the year. Disaggregate FCAT, FAIR, EOC, PERT/ACT/SAT data for staff in the form of instructional planning reports focusing on guided questions. Continue grade level data chats and achievement monitoring and alignment of instruction by teachers.	IA.3. Admin., Literacy Coach, PLC groups, teachers	IA.3. Access reports from Pasco STAR, diagnostic, mid-year, and EOY grade level reading assessments, walkthrough data, FAIR reports, FCAT, College Readiness, & EOC assessment results	IA.3. FAIR reports, walkthrough data, benchmark assessments in reading, FCAT, College Readiness, & EOC assessment results
<b>1B. Florida Alternate Assessment: Students scoring at proficient level in reading.</b>			1B.1. There is no appropriate curriculum	1B.1. .Use a similar testing format. Data chats, staff professional	1B.1. Teachers Behavior Specialist Administration	1B.1. Pretest/ Posttest, Quarterly ½ day department meetings,	1B.1. Post tests, quiz scores, work samples, Florida Alternative

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<p><b>Reading Goal #1B:</b></p> <p><i>There will be a 2% increase in the number of students taking the Reading FAA that will score proficient</i></p>	<p><u>2012 Current Level of Performance:</u>*</p> <p>58% of students scored a 3 or above (14 out of 24)</p>	<p><u>2013 Expected Level of Performance:</u>*</p> <p>60% of students will score at proficient level of 4 or above</p>	<p>for InD Supported students or any curriculum at all for Participatory students.</p> <p>Time for teachers to plan lessons for students to meet accommodations.</p> <p>FAA not good evaluation for students with dual-sensory impairments</p> <p>FAA gives no specific, usable data</p>	<p>development, Case Managers will work with teachers on student individual needs and accommodations. Provide teachers strategies via Moodle. Use of best practices in the classroom. Parent involvement and education.</p>	<p>Ongoing monitoring by use of formative assessments.</p> <p>Teacher evaluations/observations, lesson plans.</p>	<p>Assessments, Benchmark Exams</p>	
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. Student weakness in Informational Text & Reading Application.	2A.1. The staff will actively participate in regularly scheduled weekly professional development to review best practices, student progress monitoring, and school-wide strategies in literacy. Topics will focus on evidence-based reading/writing (close reading), marking the text (text structure/analysis), sourcing, and Cornell note taking (main idea/summarizing).  Increase the use of informational text across all disciplines.	2A.1. Admin., Literacy Coach, Core Team	2A.1. Staff PD surveys, STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores	2A.1. STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores
Reading Goal #2A:  <i>Increase of 2%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Providing relevance to the non-FCAT tested grade levels and content areas.				
	39%	41% (321/782)					
			2A.2. Scheduling, limited time and follow up of teacher to re-teach/provide remediation for specific areas of reading	2A.2. Continue Stampede Toward Success Reading Challenge: combination of on campus and on-line formative reading assessments, based on reading strands, teachers/students chart progress, remediate non-proficient areas, then analyze their own data.	2A.2. Admin., Literacy Coach, Assessment & Accountability	2A.2. Increase of post-assessment score results from pre-test, FCAT Strand reports improve on FAIR assessments	2A.2. Formative reading assessment results by individual, class by class, and grade level, FAIR reports, FCAT scores
			2A.3. Accessibility for new teachers to Pasco STAR, time and ability of staff to disaggregate data	2A.3. Provide all staff members with specific student achievement data before school begins and continuously throughout the year. Disaggregate FCAT, FAIR, EOC, PERT/ACT/SAT data for staff in the form of instructional planning reports focusing on guided questions. Continue grade level data chats and achievement monitoring and alignment of instruction by teachers.	2A.3. Admin., Literacy Coach, PLC groups, teachers	2A.3. Access reports from Pasco STAR, diagnostic, mid-year, and EOY grade level reading assessments, walkthrough data, FAIR reports, FCAT, College Readiness, & EOC assessment results	2A.3. FAIR reports, walkthrough data, benchmark assessments in reading, FCAT, College Readiness, & EOC assessment results
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1. There is no appropriate curriculum for InD Supported.	2B.1. Using similar testing format	2B.1. Teachers, Behavior Specialist Administrators	2B.1. Pretest/Posttest, Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson plans.	2B.1. Post tests quiz scores work samples Florida Alternative Assessments, Benchmark Exams
Reading Goal #2B:  <i>There will be a 2% increase in the number of students scoring in the proficient range of 7, 8, or 9.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Time for teachers to plan lessons for students to meet accommodations. FAA not good evaluation for students with dual-sensory impairments FAA gives no specific, usable data				
	21% or 5 of 24	23% of students will score Level 7 or above					

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1. Student weakness in Informational Text & Reading Application.	3A.1. The staff will actively participate in regularly scheduled weekly professional development to review best practices, student progress monitoring, and school-wide strategies in literacy. Topics will focus on evidence-based reading/writing (close reading), marking the text (text structure/analysis), sourcing, and Cornell note taking (main idea/summarizing).  Increase the use of informational text across all disciplines.	3A.1. Admin., Literacy Coach, Core Team	3A.1. Staff PD surveys, STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores	3A.1. STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores
<b>Reading Goal #3A:</b>  <i>1% increase</i>	<b>2012 Current Level of Performance:*</b> 68%	<b>2013 Expected Level of Performance:*</b> 69% (540/782)	Providing relevance to the non-FCAT tested grade levels and content areas.				
			3A.2. Scheduling, limited time and follow up of teacher to re-teach/provide remediation for specific areas of reading	3A.2. Continue Stampede Toward Success Reading Challenge: combination of on campus and on-line formative reading assessments, based on reading strands, teachers/students chart progress, remediate non-proficient areas, then analyze their own data.	3A.2. Admin., Literacy Coach, Assessment & Accountability	3A.2. Increase of post-assessment score results from pre-test, FCAT Strand reports improve on FAIR assessments	3A.2. Formative reading assessment results by individual, class by class, and grade level, FAIR reports, FCAT scores
			3A.3. Accessibility for new teachers to Pasco STAR, time and ability of staff to disaggregate data	3A.3. Provide all staff members with specific student achievement data before school begins and continuously throughout the year. Disaggregate FCAT, FAIR, EOC, PERT/ACT/SAT data for staff in the form of instructional planning reports focusing on guided questions. Continue grade level data chats and achievement monitoring and alignment of instruction by teachers.	3A.3. Admin., Literacy Coach, PLC groups, teachers	3A.3. Access reports from Pasco STAR, diagnostic, mid-year, and EOY grade level reading assessments, walkthrough data, FAIR reports, FCAT, College Readiness, & EOC assessment results	3A.3. FAIR reports, walkthrough data, benchmark assessments in reading, FCAT, College Readiness, & EOC assessment results
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1. There is no appropriate curriculum for InD Su or any curriculum at all for InDPA students FAA not good evaluation for students with dual-sensory impairments  FAA gives no specific, usable data	3B.1. Using similar testing formats.	3B.1. Teachers Administrators	3B.1. Pretest/Posttest, Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson plans.	3B.1. Post tests, quiz scores, Work samples Florida Alternative Assessments, Benchmark Exams
<b>Reading Goal #3B:</b>  <i>There will be a 2% increase in the percentage of students making learning gains in Reading.</i>	<b>2012 Current Level of Performance:*</b> 54% of those tested made learning gains 13 of 24	<b>2013 Expected Level of Performance:*</b> 56% of those tested will make learning gains					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Student weakness in Informational Text & Reading Application.	4A.1. The staff will actively participate in regularly scheduled weekly professional development to review best practices, student progress monitoring, and school-wide strategies in literacy. Topics will focus on evidence-based reading/writing (close reading), marking the text (text structure/analysis), sourcing, and Cornell note taking (main idea/summarizing).  Increase the use of informational text across all disciplines.	4A.1. Admin., Literacy Coach, Core Team	4A.1. Staff PD surveys, STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores	4A.1. STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores					
Reading Goal #4A:  <i>1% increase</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Providing relevance to the non-FCAT tested grade levels and content areas.									
	64%	65% (123/189)										
								4A.2. Scheduling, limited time and follow up of teacher to re-teach/provide remediation for specific areas of reading	4A.2. Continue Stampede Toward Success Reading Challenge: combination of on campus and on-line formative reading assessments, based on reading strands, teachers/students chart progress, remediate non-proficient areas, then analyze their own data.	4A.2. Admin., Literacy Coach, Assessment & Accountability	4A.2. Increase of post-assessment score results from pre-test, FCAT Strand reports improve on FAIR assessments	4A.2. Formative reading assessment results by individual, class by class, and grade level, FAIR reports, FCAT scores
								4A.3. Accessibility for new teachers to Pasco STAR, time and ability of staff to disaggregate data	4A.3. Provide all staff members with specific student achievement data before school begins and continuously throughout the year. Disaggregate FCAT, FAIR, EOC, PERT/ACT/SAT data for staff in the form of instructional planning reports focusing on guided questions. Continue grade level data chats and achievement monitoring and alignment of instruction by teachers.	4A.3. Admin., Literacy Coach, PLC groups, teachers	4A.3. Access reports from Pasco STAR, diagnostic, mid-year, and EOY grade level reading assessments, walkthrough data, FAIR reports, FCAT, College Readiness, & EOC assessment results	4A.3. FAIR reports, walkthrough data, benchmark assessments in reading, FCAT, College Readiness, & EOC assessment results
		4A.4. Lack of curriculum, attendance	4A.4 Provide students with a reading remediation program after school through ESD	4A.4. Admin., Literacy Coach, Reading Teachers, ESD Teacher	4A.4 Attendance, diagnostic, mid-year, and EOY grade level reading assessments, FAIR reports, FCAT results	4A.4 Attendance, diagnostic, mid-year, and EOY grade level reading assessments, FAIR reports, FCAT results						
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>			4B.1. There is no appropriate curriculum for InD Su or any curriculum at all for InD Pa students FAA gives no specific, usable data	4B.1. Use similar testing format	4B.1. Teachers Administrators	4B.1. Pretest/Posttest, Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson	4B.1. Post tests, quiz scores work samples Florida Alternative Assessments, Benchmark Exams					
<i>There will be a 2% increase in the percentage</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>										



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of students making learning gains in Reading among those in the lowest quartile on the FAA	33% made learning gains 2 out of 6	35% of students in the lowest 25% will make learning gains				plans.	
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
<b>5A. In six years school will reduce their achievement gap by 50%.</b> Reading Goal #5A:  By the end of the 16-17 school year, the achievement gap in Reading will be reduced by 50%.	<b>Baseline data 2010-2011</b>  66%	66%	69%	73%	76%	79%	83%				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> Reading Goal #5B:  Increase of 5%		5A.1. Student weakness in Informational Text & Reading Application.  Providing relevance to the non-FCAT tested grade levels and content areas.	5A.1. The staff will actively participate in regularly scheduled weekly professional development to review best practices, student progress monitoring, and school-wide strategies in literacy. Topics will focus on evidence-based reading/writing (close reading), marking the text (text structure/analysis), sourcing, and Cornell note taking (main idea/summarizing).  Increase the use of informational text across all disciplines.	5A.1. Admin., Literacy Coach, Core Team	5A.1. Staff PD surveys, STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores	5A.1. STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores					
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White: 55%</td> <td>White: 60% (432/721)</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 55%	White: 60% (432/721)	5A.2. Scheduling, limited time and follow up of teacher to re-teach/provide remediation for specific areas of reading	5A.2. Continue Stampede Toward Success Reading Challenge: combination of on campus and on-line formative reading assessments, based on reading strands, teachers/students chart progress, remediate non-proficient areas, then analyze their own data.	5A.2. Admin., Literacy Coach, Assessment & Accountability	5A.2. Increase of post-assessment score results from pre-test, FCAT Strand reports improve on FAIR assessments	5A.2. Formative reading assessment results by individual, class by class, and grade level, FAIR reports, FCAT scores	
2012 Current Level of Performance:*	2013 Expected Level of Performance:*										
White: 55%	White: 60% (432/721)										
		5A.3. Accessibility for new teachers to Pasco STAR, time and ability of staff to disaggregate data	5A.3. Provide all staff members with specific student achievement data before school begins and continuously throughout the year. Disaggregate FCAT, FAIR, EOC, PERT/ACT/SAT data for staff in the form of instructional planning reports focusing on guided questions. Continue grade level data chats and achievement	5A.3. Admin., Literacy Coach, PLC groups, teachers	5A.3. Access reports from Pasco STAR, diagnostic, mid-year, and EOY grade level reading assessments, walkthrough data, FAIR reports, FCAT, College Readiness, & EOC assessment results	5A.3. FAIR reports, walkthrough data, benchmark assessments in reading, FCAT, College Readiness, & EOC assessment results					

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

			monitoring and alignment of instruction by teachers.			
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Student weakness in Informational Text & Reading Application.	5D.1. The staff will actively participate in regularly scheduled weekly professional development to review best practices, student progress monitoring, and school-wide strategies in literacy. Topics will focus on evidence-based reading/writing (close reading), marking the text (text structure/analysis), sourcing, and Cornell note taking (main idea/summarizing).	5D.1. Admin., Literacy Coach, Core Team	5D.1. Staff PD surveys, STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores	5D.1. STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores
<b>Reading Goal #5D:</b>  <i>5% increase in reading proficiency</i>	<u>2012 Current Level of Performance:*</u> 34%	<u>2013 Expected Level of Performance:*</u> 39% (62/159)	Providing relevance to the non-FCAT tested grade levels and content areas.	Increase the use of informational text across all disciplines.			
	5D.2. Scheduling, limited time and follow up of teacher to re-teach/provide remediation for specific areas of reading			5D.2. Continue Stampede Toward Success Reading Challenge: combination of on campus and on-line formative reading assessments, based on reading strands, teachers/students chart progress, remediate non-proficient areas, then analyze their own data.	5D.2. Admin., Literacy Coach, Assessment & Accountability	5D.2. Increase of post-assessment score results from pre-test, FCAT Strand reports improve on FAIR assessments	5D.2. Formative reading assessment results by individual, class by class, and grade level, FAIR reports, FCAT scores
	5D.3. Accessibility for new teachers to Pasco STAR, time and ability of staff to disaggregate data			5D.3. Provide all staff members with specific student achievement data before school begins and continuously throughout the year. Disaggregate FCAT, FAIR, EOC, PERT/ACT/SAT data for staff in the form of instructional planning reports focusing on guided questions. Continue grade level data chats and achievement monitoring and alignment of instruction by teachers.	5D.3. Admin., Literacy Coach, PLC groups, teachers	5D.3. Access reports from Pasco STAR, diagnostic, mid-year, and EOY grade level reading assessments, walkthrough data, FAIR reports, FCAT, College Readiness, & EOC assessment results	5D.3. FAIR reports, walkthrough data, benchmark assessments in reading, FCAT, College Readiness, & EOC assessment results
	5D.4. Lack of curriculum, attendance			5D.4 Provide students with a reading remediation program after school through ESD	5D.4. Admin., Literacy Coach, Reading Teachers, ESD Teacher	5D.4 Attendance, diagnostic, mid-year, and EOY grade level reading assessments, FAIR reports, FCAT results	5D.4 Attendance, diagnostic, mid-year, and EOY grade level reading assessments, FAIR reports, FCAT results

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Student weakness in Informational Text & Reading Application.	5E.1. The staff will actively participate in regularly scheduled weekly professional development to review best practices, student progress monitoring, and school-wide strategies in literacy. Topics will focus on evidence-based reading/writing (close reading), marking the text (text structure/analysis), sourcing, and Cornell note taking (main idea/summarizing).	5E.1. Admin., Literacy Coach, Core Team	5E.1. Staff PD surveys, STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores	5E.1. STS Reading Assessments, Lesson Planning, walkthrough data, FAIR reports, FCAT scores			
<b>Reading Goal #5E:</b>  <i>Increase of 3%</i>	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>59%</td> <td>62% (132/213)</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	59%	62% (132/213)	Providing relevance to the non-FCAT tested grade levels and content areas.	Increase the use of informational text across all disciplines.			
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
	59%	62% (132/213)								
		5E.2. Scheduling, limited time and follow up of teacher to re-teach/provide remediation for specific areas of reading	5E.2. Continue Stampede Toward Success Reading Challenge: combination of on campus and on-line formative reading assessments, based on reading strands, teachers/students chart progress, remediate non-proficient areas, then analyze their own data.	5E.2. Admin., Literacy Coach, Assessment & Accountability	5E.2. Increase of post-assessment score results from pre-test, FCAT Strand reports improve on FAIR assessments	5E.2. Formative reading assessment results by individual, class by class, and grade level, FAIR reports, FCAT scores				
	5E.3. Accessibility for new teachers to Pasco STAR, time and ability of staff to disaggregate data	5E.3. Provide all staff members with specific student achievement data before school begins and continuously throughout the year. Disaggregate FCAT, FAIR, EOC, PERT/ACT/SAT data for staff in the form of instructional planning reports focusing on guided questions. Continue grade level data chats and achievement monitoring and alignment of instruction by teachers.	5E.3. Admin., Literacy Coach, PLC groups, teachers	5E.3. Access reports from Pasco STAR, diagnostic, mid-year, and EOY grade level reading assessments, walkthrough data, FAIR reports, FCAT, College Readiness, & EOC assessment results	5E.3. FAIR reports, walkthrough data, benchmark assessments in reading, FCAT, College Readiness, & EOC assessment results					
	5E.4. Lack of curriculum, attendance	5E.4 Provide students with a reading remediation program after school through ESD	5E.4. Admin., Literacy Coach, Reading Teachers, ESD Teacher	5E.4 Attendance, diagnostic, mid-year, and EOY grade level reading assessments, FAIR reports, FCAT results	5E.4 Attendance, diagnostic, mid-year, and EOY grade level reading assessments, FAIR reports, FCAT results					

### Reading Professional Development

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academic Vocabulary, Text-based Questioning, Evidence-based reading and writing, disciplinary literacy, using informational text	ALL	Admin., Core Team, PLC Facilitators	ALL	Weekly	Walkthroughs, MTR, lesson planning	Admin., Literacy Coach, Core Team
Introduction & Extensions to School-wide Strategies: Cornell Notes, Marking the Text, Sourcing, and Common Writing Rubric	ALL	Admin., Core Team	ALL	Monthly	Walkthroughs, MTR, lesson planning	Admin., Literacy Coach, Core Team
Vertical/Horizontal Teaming, lesson planning	ALL	Dept. Chairpersons, PLC Facilitators, Core Team, Admin.	All Content & Elective Area Teachers	Twice Per Month	Walkthroughs, lesson planning, curriculum/content maps, MTR	Core Team, Leadership Team, and Administration
Common Core Team	2 people from each department, Admin., Literacy Coach	Admin.	2 people from each department, Admin., Literacy Coach	Twice Per Month	Reflection meetings, surveys, MTR, Walkthroughs, department meeting minutes	Admin.
Best Practices Planning Sessions	ALL	PLC Facilitators and Admin.	PLC groups	One day per semester	Agendas, lesson planning, session products	PLC Facilitator, Admin.

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

**Reading Budget** (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Stampede Toward Success Reading Challenge	Scantrons, Testing materials, Student Rewards	Literacy Funds	\$600
ESD	After Hours Reading Remediation Program/Supplies (Personnel & Transportation)	SAI Funds	\$2,000
			<b>Subtotal: \$2,600</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Florida Focus On-line Assessments	Reading Remediation Program	--	0
			<b>Subtotal:0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Faculty Whole Group Session	Monthly Professional Development Materials	Literacy	\$2,000
			<b>Subtotal: \$2,000</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$4,600</b>

*End of Reading Goals*

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

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

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. Non English or limited proficiency in spoken English	1.1. Provide teachers with data before school start. ESOL Resource teachers will work with teachers on student needs and accommodations.	1.1. Administration, Teachers, ESOL Resource Teacher	1.1. Administrative Walk Through, Lesson Plans	1.1. CELLA, School based L/S pre-post test, SOLOM assessment.
<u>CELLA Goal #1:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
71.6% of ELL students will score proficient in L/S on CELLA	66% (8)					
		1.2. Formalized dissemination of CELLA results	1.2. Provide teachers with data before school start. ESOL Resource teachers will work with teachers on student needs and accommodations	1.2. Administration, Teachers, ESOL Resource Teacher	1.2. Administrative Walk Through, Lesson Plans	1.2. CELLA
		1.3. No action plan to provide data and strategies	1.3. Provide teachers with data before school start. ESOL Resource teachers will work with teachers on student needs and accommodations	1.3. Administration, Teachers, ESOL Resource Teacher	1.3. Administrative Walk Through, Lesson Plans	1.3. CELLA
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1. Non English or limited English proficiency to fully comprehend reading proficiency	2.1. Provide teachers with data before school start. ESOL Resource teachers will work with teachers on student needs and accommodations	2.1. Administration, Teachers, ESOL Resource Teacher	2.1. Administrative Walk Through, Lesson Plans	2.1. FCAT READ, CELLA
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
43.6% of ELL students will score proficient in reading on the CELLA	41.6% (5)					
		2.2. No formalized dissemination of CELLA reading results	2.2. Provide teachers with data before school start. ESOL Resource teachers will work with teachers on student needs and accommodations	2.2. Administration, Teachers, ESOL Resource Teacher	2.2. Administrative Walk Through, Lesson Plans	2.2. School based pre/post reading test
		2.3. No action plan to provide data and strategies	2.3. Provide teachers strategies via Moodle	2.3. Administration, Teachers, ESOL Resource Teacher	2.3. Administrative Walk Through, Lesson Plans	2.3. School based pre/post reading test



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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1. Non English or limited English proficiency making writing in English a challenge	2.1. Provide teachers with data before school start. ESOL Resource teachers will work with teachers on student needs and accommodations	2.1. Administration, Teachers, ESOL Resource Teacher	2.1. Administrative Walk Through, Lesson Plans	2.1. CELLA, FCAT Writes, School based pre-post writing
CELLA Goal #3: 38% of ELL students will score proficient in writing on CELLA	2012 Current Percent of Students Proficient in Writing :  36% (3)					
		2.2. No formalized dissemination of CELLA writing data	2.2. Provide teachers with data before school start. ESOL Resource teachers will work with teachers on student needs and accommodations	2.2. Administration, Teachers, ESOL Resource Teacher	2.2. Administrative Walk Through, Lesson Plans	2.2. CELLA, FCAT Writes, School based pre-post writing
		2.3. No action plan to provide data and strategies	2.3. Provide teachers strategies via Moodle	2.3. ESOL Resource Teacher	2.3. Administrative Walk Through, Lesson Plans	2.3. CELLA

### CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district-funded activities/materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount

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

			<b>Subtotal:</b>
			<b>Total:\$0</b>

*End of CELLA Goals*

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

**Florida Alternate Assessment High School Mathematics Goals**

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

High School 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at proficient level (greater than 3) in mathematics.</b>			1.1. Teaching rotation does not match areas tested. i.e. teaching Geometry and testing on Algebra	1.1. Using similar testing formats	1.1. Teachers Administrator	1.1. Pre Test/Post test Equals math running record Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson plans.	1.1. Post tests quiz scores work samples, Benchmark Exams
Mathematics Goal #1:  52% of students tested will score proficient (above 3)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	FAA not good evaluation for students with dual-sensory impairments				
	50% or 12 of 24	52% of students tested will score at proficient level of greater than 3	FAA gives no specific, usable data				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1. Teaching rotation does not match areas tested. i.e. teaching Geometry and testing on Algebra	2.1. Use similar testing formats	2.1. Teachers Administrator	2.1. Pretest/Posttest, Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson plans.	2.1. Post tests Quiz scores Work samples
Mathematics Goal #2:  15% of students tested will score 7 or above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	FAA not good evaluation for students with dual-sensory impairments				
	13% 3 of 24	15% of students tested will score at 7 or above	FAA gives no specific, usable data				
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1. Teaching rotation does not match areas tested. i.e. teaching Geometry and testing on Algebra	3.1. Use similar testing formats	3.1. Teachers Administrators	3.1. Equals math running records Pretest/Posttest, Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson plans.	3.1. Post tests, Quiz scores Work Samples	
Mathematics Goal #3: <i>27% of students will make learning gains in mathematics</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	27% of students 6 of 24	27% of students will make learning gains in mathematics	FAA not good evaluation for students with dual-sensory impairments FAA gives no specific, usable data			
					3.2.	3.2.	3.2.	3.2.
					3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4.1. Teaching rotation does not match areas tested. i.e. teaching Geometry and testing on Algebra	4.1. Use similar testing formats	4.1. Teachers Administrators	4.1. Equals math running records Pretest/Posttest, Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson plans.	4.1. Post test Quiz scores Work Samples	
Mathematics Goal #4: <i>35% of students in the lowest 25% will make learning gains in Math</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	33% or 2 out of 6	35% of students in the lowest 25% will make learning gains in Math	FAA not good evaluation for students with dual-sensory impairments FAA gives no specific, usable data			
					4.2.	4.2.	4.2.	4.2.
					4.3.	4.3.	4.3.	4.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

**Algebra 1 End-of-Course (EOC) Goals** *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1. Aligning assessments and instruction with EOC	1.1. FCIM extension lessons, learning lab, introduce EOC style questions in ongoing assessments	1.1. Teacher, Student, Admin	1.1. Data chats, formative and common assessments, Pasco Star	1.1. Pre/Post Testing, FCIM results, formative & summative assessments
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase of 1%	53% (139/259)	54% (179/308)					
			1.2. Teachers increasing rigor in the classroom	1.2. Increase the use of generating and answering Level 3 & 4 DOK questions in class and in assessments	1.2. Teacher, Student, Admin	1.2. Student monitoring portfolios based on formative benchmark, common assessments, & data chats	1.2. Pre/Post Testing, FCIM results, formative & summative assessments
			1.3. All teachers working collaboratively towards this goal.	1.3. PLCs, Data monitoring	1.3. Teacher	1.3. Common assessments	1.3. EOC Results
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1. Aligning assessments and instruction with EOC	2.1. FCIM extension lessons, learning lab, introduce EOC style questions in ongoing assessments	2.1. Teacher, Student, Admin	2.1. Data chats, formative and common assessments, Pasco Star	2.1. Pre/Post Testing, FCIM results, formative & summative assessments
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase of 8%	12% (32/259)	20% (62/308)					
			2.2. Teachers increasing rigor in the classroom	2.2. Increase the use of generating and answering Level 3 & 4 DOK questions in class and in assessments	2.2. Teacher, Student, Admin	2.2. Student monitoring portfolios based on formative benchmark, common assessments, & data chats	2.2. Pre/Post Testing, FCIM results, formative & summative assessments
			2.3. All teachers working collaboratively towards this goal.	2.3. PLCs, Data monitoring	2.3. Teacher	2.3. Common assessments	2.3. EOC Results

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 67% proficient scoring a Level 3 or higher	67%	70%	73%	76%	79%	83%
<p><u>Algebra 1 Goal #3A:</u></p> <p>By the end of the 16-17 school year, the achievement gap in Algebra 1 will be reduced by 50%.</p>							

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1. Attendance, participation, limited space	3D.1. Target students to attend the ESD program to assist in remediation and acceleration of Algebra concepts.	3D.1. ESD Teacher and School Day Algebra Teacher/Co-Teacher	3D.1. Attendance, Benchmark Assessments, FCIM Assessments	3D.1. Benchmark Assessments, EOC results
Algebra 1 Goal #3D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase of 2%.</i>	51%	53% (17)					
			3.3. Teachers increasing rigor in the classroom	3.3. Increase the use of generating and answering Level 3 & 4 DOK questions in class and in assessments	3.3. Teacher, Student, Admin	3.3. Student monitoring portfolios based on formative benchmark, common assessments, & data chats	3.3. Pre/Post Testing, FCIM results, formative & summative assessments
			3.4. All teachers working collaboratively towards this goal.	3.4. PLCs, Data monitoring	3.4 Teacher	3.4. Common assessments	3.4. EOC Results

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3D.1. Attendance, participation, limited space	3D.1. Target students to attend the ESD program to assist in remediation and acceleration of Algebra concepts.	3D.1. ESD Teacher and School Day Algebra Teacher/Co-Teacher	3D.1. Attendance, Benchmark Assessments, FCIM Assessments	3D.1. Benchmark Assessments, EOC results
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	60% (74/124)					
	3.2 Aligning assessments and instruction with EOC						
	3.3. Teachers increasing rigor in the classroom						
3.4. All teachers working collaboratively towards this goal.		3.2. FCIM extension lessons, learning lab, introduce EOC style questions in ongoing assessments	3.2. Teacher, Student, Admin	3.2. Data chats, formative and common assessments, Pasco Star	3.2. Pre/Post Testing, FCIM results, formative & summative assessments		
		3.3. Increase the use of generating and answering Level 3 & 4 DOK questions in class and in assessments	3.3. Teacher, Student, Admin	3.3. Student monitoring portfolios based on formative benchmark, common assessments, & data chats	3.3. Pre/Post Testing, FCIM results, formative & summative assessments		
		3.4. PLCs, Data monitoring	3.4 Teacher	3.4. Common assessments	3.4. EOC Results		

*End of Algebra 1 EOC Goals*



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

**Geometry End-of-Course Goals** *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1. Aligning assessments and instruction with EOC	1.1. FCIM extension lessons, learning lab, introduce EOC style questions in ongoing assessments	1.1. Teacher, Student, Admin	1.1. Data chats, formative and common assessments, Pasco Star	1.1. Pre/Post Testing, FCIM results, formative & summative assessments
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	45% (167/372)					
			1.2. Teachers increasing rigor in the classroom	1.2. Increase the use of generating and answering Level 3 & 4 DOK questions in class and in assessments	1.2. Teacher, Student, Admin	1.2. Student monitoring portfolios based on formative benchmark, common assessments, & data chats	1.2. Pre/Post Testing, FCIM results, formative & summative assessments
			1.3. All teachers working collaboratively towards this goal.	1.3. PLCs, Data monitoring	1.3. Teacher	1.3. Common assessments	1.3. EOC Results
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1. Aligning assessments and instruction with EOC	2.1. FCIM extension lessons, learning lab, introduce EOC style questions in ongoing assessments	2.1. Teacher, Student, Admin	2.1. Data chats, formative and common assessments, Pasco Star	2.1. Pre/Post Testing, FCIM results, formative & summative assessments
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	25% (93/372)					
			2.2. Teachers increasing rigor in the classroom	2.2. Increase the use of generating and answering Level 3 & 4 DOK questions in class and in assessments	2.2. Teacher, Student, Admin	2.2. Student monitoring portfolios based on formative benchmark, common assessments, & data chats	2.2. Pre/Post Testing, FCIM results, formative & summative assessments
			2.3. All teachers working collaboratively towards this goal.	2.3. PLCs, Data monitoring	2.3. Teacher	2.3. Common assessments	2.3. EOC Results

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>	70%	73%	76%	79%	83%
	81% (T-scores)					
<u>Geometry Goal #3A:</u>						
By the end of the 16-17 school year, the achievement gap in Geometry will be reduced by 50%.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>		3D.1. Attendance, participation, limited space	3D.1. Target students to attend the ESD program to assist in remediation and acceleration of Algebra concepts.	3D.1. ESD Teacher and School Day Algebra Teacher/Co-Teacher	3D.1. Attendance, Benchmark Assessments, FCIM Assessments	3D.1. Benchmark Assessments, EOC results
<u>Geometry Goal #3D:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Increase of 2%	51%	53% (23/43)			
			3.2. Aligning assessments and instruction with EOC	3.2. FCIM extension lessons, learning lab, introduce EOC style questions in ongoing assessments	3.2. Teacher, Student, Admin	3.2. Data chats, formative and common assessments, Pasco Star results, formative & summative assessments
			3.3. Teachers increasing rigor in the classroom	3.3. Increase the use of generating and answering Level 3 & 4 DOK questions in class and in assessments	3.3. Teacher, Student, Admin	3.3. Student monitoring portfolios based on formative benchmark, common assessments, & data chats
		3.4. All teachers working collaboratively towards this goal.	3.4. PLCs, Data monitoring	3.4. Teacher	3.4. Common assessments	3.4. EOC Results
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>		3E.1. Attendance, participation, limited space	3E.1. Target students to attend the ESD program to assist in remediation and acceleration of	3E.1. ESD Teacher and School Day Algebra Teacher/Co-Teacher	3E.1. Attendance, Benchmark Assessments, FCIM Assessments	3E.1. Benchmark Assessments, EOC results

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Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Algebra concepts.			
	N/A	50% (45/89)					
			3.2. Aligning assessments and instruction with EOC	3.2. FCIM extension lessons, learning lab, introduce EOC style questions in ongoing assessments	3.2. Teacher, Student, Admin	3.2. Data chats, formative and common assessments, Pasco Star	3.2. Pre/Post Testing, FCIM results, formative & summative assessments
			3.3. Teachers increasing rigor in the classroom	3.3. Increase the use of generating and answering Level 3 & 4 DOK questions in class and in assessments	3.3. Teacher, Student, Admin	3.3. Student monitoring portfolios based on formative benchmark, common assessments, & data chats	3.3. Pre/Post Testing, FCIM results, formative & summative assessments
		3.4. All teachers working collaboratively towards this goal.	3.4. PLCs, Data monitoring	3.4. Teacher	3.4. Common assessments	3.4. EOC Results	

*End of Geometry EOC Goals*

### Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC – FCIM, Lesson Planning, Data Analysis	Algebra 1, Geometry	Melissa Tuccio, Andrea Berry-Guth	Algebra 1, Geometry PLCs	Every other week	Agendas, Lesson Plans, Common Assessments	Fatima Stark

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

**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Planning/Data Reviews with PLC Group	Substitutes	Best Practice Curriculum Funds	\$850
			<b>Subtotal: \$850</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$850</b>

*End of Mathematics Goals*

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1. Teaching rotation does not match areas tested. There is no curriculum for InD Su or Pa students New curriculum maps FAA not good evaluation for students with dual-sensory impairments FAA gives no specific, usable data	1.1. Similar testing formats  Teacher collaboration	1.1. Teachers Administration	1.1. Pretest/Posttest, Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson plans.	1.1. Post tests Quizzes Work Samples
<b>Science Goal #1:</b>  66% of students tested will score at the proficient level of above 3.	<u>2012 Current Level of Performance:*</u> 64% or 14 of 22	<u>2013 Expected Level of Performance:*</u> 66% of students tested					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1. Teaching rotation does not match areas tested. FAA not good evaluation for students with dual-sensory impairments. FAA gives no specific, usable data.	2.1. Similar testing formats  Teacher collaboration	2.1. Teachers Administration	2.1. Pretest/Posttest, Quarterly ½ day department meetings, Ongoing monitoring by use of formative assessments. Teacher evaluations/observations, lesson plans.	2.1. Post tests Quizzes Work Samples
<b>Science Goal #2:</b>  16% of students tested will score at or above Level 7 in science.	<u>2012 Current Level of Performance:*</u> 14% or 3 of 22	<u>2013 Expected Level of Performance:*</u> 16% of students will score at or above Level 7					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*

**Biology 1 End-of-Course (EOC) Goals** *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1. Not all science staff will be invested in the Biology EOC goals as they teach upper grades and elective courses.	1.1. Develop a science team approach during professional development where all teachers are sharing strategies for effective instruction and whose input might reach those students taking the EOC Biology Exam; Staff participation in weekly, regularly scheduled professional development to review best practices and student progress.	1.1. Common Core Science leadership, Department Head, Administration	1.1. Teacher reflection to evaluate whether benchmark data shows effectiveness.	1.1. Common Lab Feedback form, EOC Benchmark Exams; Core K12 results for Biology
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Maintain Level 3	35% (Middle Third)	35% (128/367)					
			1.2. Time is a challenge as we look at fitting all of the curriculum into the year, especially focusing on Molecular and Cellular Biology concepts.	1.2. Utilize available resources, including the District Secondary Science Moodle Page, to plan effective time management strategies for instruction in Molecular and Cellular Biology. Apply vocabulary instruction techniques to effectively teach Tier 2 and Tier 3 words.	1.2. Biology PLC Chairperson, Administration	1.2. Feedback from Teachers and Benchmark data (both district and common assessments)	1.2. PLC attendance, minutes and Benchmark Exam data; Core K12 results for Biology; MTR forum on instructional vocabulary techniques.
			1.3. Varying levels of students and abilities (36% of Biology students are level 1 or 2 in Reading).	1.3. Differentiation and Scaffolding; Reading strategies including text-complexity, increased use of informational text, text-dependent writing, tasks using Webb's Depth of Knowledge; Cornell notes; student monitoring portfolios; common assessments including Core K-12	1.3. Teacher monitoring student progress, Administration	1.3. Feedback from Teachers and Benchmark data (both district and common assessments)	1.3. PLC attendance, minutes and Benchmark Exam data; Core K12 results for Biology
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1. Not all science staff will be invested in the Biology EOC goals as they teach upper grades and elective courses.	2.1. Develop a science team approach during professional development where all teachers are sharing strategies for effective instruction and whose input might reach those students taking the EOC Biology Exam	2.1. Common Core Science leadership	2.1. Evaluate where benchmark data shows effectiveness.	2.1. EOC Benchmark Exams; Core K12 results for Biology
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	45% (High third)	35% (128/367)					
			2.2. Time constraints, curriculum breadth	2.2. Utilize available resources, including the District Secondary Science Moodle Page, to plan effective time management strategies for instruction.	2.2. Biology PLC Chairperson	2.2. Feedback from Teachers and Benchmark data	2.2. PLC attendance, minutes and Benchmark Exam data; Core K12 results for Biology

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

		2.3. Lack of student extended thinking	2.3. Use higher DOK questioning in weekly lessons; including Differentiation and Scaffolding; text-complexity, increased use of informational text, text-dependent writing, tasks using Webb's Depth of Knowledge; Cornell notes; student monitoring portfolios; common assessments including Core K-12	2.3. PLC group	2.3. Evaluate where benchmark data shows effectiveness; common assessments, common writing assignments, and lab activities	2.3. EOC Benchmark Exams; Core K12 results for Biology
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*End of Biology I EOC Goals*

**Science 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Practices and ET-Teachers complete two AP style Bio labs and strategize ways to incorporate science practices in their instruction.	9-12	Ed Braddy	All science teachers	Early semester 1, Early semester 2	Teacher feedback on usefulness of PD	Ed Braddy, Rebecca Huff

**Science Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district-funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
STS Biology Testing Materials	Scantrons, Testing Materials, Student Rewards	SAC	\$600
			<b>Subtotal: \$600</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

**August 2012**  
**Rule 6A-1.099811**  
**Revised April 29, 2011**

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

Teachers complete AP Style Labs	Two Inquiry Based Lab Kits	Science Dept	\$150
Teacher Planning/Data Reviews with PLC Group	Substitutes	Best Practice Curriculum Funds	\$850
			<b>Subtotal: \$1,000</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$1,600</b>

### End of Science Goals

### Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			IA.1. Accessibility of Pasco STAR to new teachers, time constraints	IA.1. Teachers will utilize Pasco STAR to review curriculum strands that students need assistance in and will adjust lesson plans and instructional delivery as needed. Benchmark assessment data will be collected and analyzed to support progress to long-term goals.	IA.1. Admin., Teachers	IA.1. Benchmark Assessment results, Pasco STAR access reports, lesson plans denoting writing	IA.1. Benchmark Assessment results, FCAT writing results
<b>Writing Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
92% (407/443) will earn a 3.0 or higher	90%	92% (407/443)					
42% will earn a 4.0 or higher			IA.2. Time constraints for administration, timely feedback by writing team and teachers to students	IA.2. Continue the Stampede Toward Success Writing Challenge: benchmark assessments in expository and persuasive writing administer in September/October, December/January, and February. Utilize the writing team approach for feedback, teachers provide additional feedback to each student individually. Teachers will meet and discuss writing data after each of the 6 benchmarks.	IA.2. Admin., Writing Team, 10 <sup>th</sup> Grade Teachers	IA.2. Benchmark Assessment results, Pasco STAR access reports, lesson plans denoting writing	IA.2. Benchmark Assessment results, FCAT writing results



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

		IA.3. Cross curricular knowledge of teaching and evaluating writing, buy-in from all teachers, time to meet to review and discuss	IA.3. Train teachers and utilize a common writing rubric school-wide that focuses on evidence-based writing in the areas of focus, organization, support/details, and conventions. Implement strategies such as the use of Socratic circles and quick writes in all content areas.	IA.3. Angie Murphy, Jessica Schultz, Joanne Valk-Kerr, Teachers	IA.3. Benchmark Assessment results, Pasco STAR access reports, lesson plans denoting writing	IA.3. Benchmark Assessment results, Classroom Assessments, FCAT writing results
		IA.4. Organization, buy-in from all teachers, knowledge of how to use a writing portfolio to show growth	IA.4. Implement 9 <sup>th</sup> – 12 <sup>th</sup> grade writing portfolio across all content areas with at least 1 major writing assignment in each core course per quarter. The portfolios will be articulated to the students' English teacher the following school year.	IA.4. Angie Murphy, Kristen Martanovic, Joanne Valk-Kerr, PLC Facilitators, Teachers	IA.4. Student work samples, articulation between grade levels	IA.4. Student work samples, classroom assessments
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		IB.1. No curriculum for writing.	IB.1. Teacher collaboration Using similar testing formats	IB.1. Teachers Administrators	IB.1. Pre test/Post test	IB.1. Work samples Quizzes
Writing Goal #1B:  40% of students will score 4 or higher in writing	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *				
	38% or 3 of 8	40% of students will score 4 or higher in writing				
			IB.2.	IB.2.	IB.2.	IB.2.
		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.

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

**Writing 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pasco STAR	ALL	Jessica Schultz, Kelly McDonough	ALL	August/September-ongoing	Analyze Pasco STAR data access, each whole group faculty session include a Pasco STAR component	PD Leadership/Admin.
Common Writing Rubric/Evidence-based Writing	ALL	Jessica Schultz, Angie Murphy	ALL	September-ongoing	FCAT Writing Rubric, lesson planning and utilization	PD Leadership/Admin., PLCs
PLC Focus on Writing	ALL	PLC Facilitators	ALL	August-ongoing	9 <sup>th</sup> – 12 <sup>th</sup> grade writing portfolio across all content areas with at least 1 major writing assignment in each core course per quarter	PLC Facilitator

**Writing Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Benchmark Writing Assessments	Materials		\$100
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Planning/Data Reviews with PLC Group	Substitutes	Best Practice Curriculum Funds	\$850
Writing Team	Stipends for Coaching/Evaluating	Best Practice Curriculum Funds	\$800
			<b>Subtotal:</b>
			<b>Subtotal:</b>
			<b>Total: \$1750</b>

*End of Writing Goals*

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

### Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. Reaching students who have negative attitudes about being at school and/or the learning process.	1.1. Continue the attendance incentive program to help motivate students to attend school daily.	1.1. Attendance group, Administration, and Student Services Staff	1.1. Meet with students to determine motivation for attending school daily.	1.1. TERMS report of attendance rate
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
1. To maintain or increase the attendance rate by 1%.	96%	96-97%					
2. To decrease excessive absences (10+ days) by 5% [7]	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
3. To decrease excessive tardies (10 or more) by 10% [19]	136	129					
	<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>					
	185 over all quarters (4 students had 10+ EVERY quarter)	166 over all quarters					
			1.2. Reaching students who have negative attitudes about being at school and/or the learning process.	1.2. Monitor and meet with "at-risk" students.	1.2. Attendance group, Administration, and Student Services Staff	1.2. Monitoring of "at-risk" students daily attendance.	1.2. TERMS report of students with excessive absences.
			1.3. Teachers not logging tardies consistently	1.3. Tardy table duty was prioritized when scheduling teacher duties. Monitor tardies through the tardy database and follow up with appropriate disciplinary actions.	1.3. Discipline Assistants and Administration	1.3. Monitoring of hallways to determine if students are getting to class on time.	1.3. Comparison of observations and tardy database

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

**Attendance 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Review	ALL	Jill Cortier	ALL	Monthly	Attendance Monitoring	Jill Cortier

**Attendance Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Recognition Program	Student Incentives	SAC	\$500
			<b>Subtotal: \$500</b>
			<b>Total: \$500</b>

*End of Attendance Goals*

**August 2012**  
**Rule 6A-1.099811**  
**Revised April 29, 2011**

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

### Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. Consistency of interventions, knowledge of process	1.1. Implement school-wide behavioral interventions steps to be completed by the teacher prior to issuing a referral.	1.1. Fatima Stark	1.1. Referral checklist, Referral database, Behavior Specialist and/or Counselors meet with students upon return from suspension.	1.1. Terms Reports, Pasco Star, File Maker Pro-database
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
By June 2013, the total number of suspensions, both in-school and out of school will decrease by 10%. The total number of students suspended will decrease by 1%.	<i>ISS has been eliminated</i>	<i>ISS has been eliminated</i>					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>ISS has been eliminated</i>	<i>ISS has been eliminated</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	193	174					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	80 students 4%	72 Students					
		1.2. Fidelity of implementation by the instructor, time and student willingness to reflect on themselves	1.2. Continuing with Mustang University Character Education program for the 9 <sup>th</sup> grade students. Focus is on making appropriate choices, conflict resolution, and self esteem. Expand the Character Education program to address the needs of the 10-12 grade students throughout the year. Teachers use the Buddy System to help address student needs.	1.2. Angie Murphy, Debbie Biscardi, Student Services, Staff	1.2. Administrative Walkthroughs, student surveys	1.2. Student surveys, Walkthroughs, Database reports	

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		1.3. Large Class assemblies take away from instructional time	1.3. Quarterly class meetings with administration, SRO, student services support team to discuss behavior and academic expectations.  Videos exemplifying the Core Values "Pride" shown on the morning show.	1.3. Administration, Student Services, SRO, Staff	1.3. Student discipline data, increased instructional class time.	1.3. Student discipline data
		1.4.  Marketing Peer program, Mentor volunteers	1.4. Implement school wide peer mediation program school wide to resolve conflict before incidents occur. Trained peer mentors will be in placed in the 9th grade core courses and some of the 10th grade core courses to provide needed support. These peers will assist in working with both academic and behavioral issues related to low-level incidences.	1.4. Lisa Harter, Peggy Hinmon, Debbie Biscardi, Administration	1.4. Student exit survey, student discipline data	1.4. Student exit survey, student discipline data
		1.5.  Time to address issues. Additional responsibilities occur for staff to address behavioral concerns.	1.5. Students involved in some Level 2 and all Level 3 incidents and those who are "at risk" will meet with their administrator and a behavior specialist to develop an individualized behavior plan	1.5. Administration, Discipline Assistants, Behavior Specialists	1.5. Student discipline data, behavior logs and plans	1.5. Student discipline data, behavior plans and behavior meeting logs
		1.6.  Follow through of staff members to implement and continue with program throughout the school year. Time and funding	1.6. Implement a school-wide recognition program that recognizes positive behaviors and exemplifies the JWMHS Core Values "PRIDE".	1.6. Angie Murphy, Fatima Stark, RTI Committee, Michele Chamberlin	1.6. Student Discipline Data	1.6. Student Discipline Data

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		<b>1.7.</b> Parent participation, time	<b>1.7.</b> JWMHS will work with the community through parent meetings and workshops to inform parents of issues related to discipline, cyber-bullying and identifying bullying behavior.	<b>1.7.</b> Student Services, Administration, SRO staff	<b>1.7.</b> Decrease incidences of negative behaviors. Attendance of parents vs. students involved in incidences.	<b>1.7.</b> Discipline and Attendance data. Attendance of parents vs. students involved in incidences
		<b>1.8.</b>  Time to provide a deep understanding of discipline data for staff and SAC committee	<b>1.8.</b>  Discipline committee will provide an in-service to review discipline data and provide staff with an understanding of policies and procedures each semester. Review of positive behavior supports system.	<b>1.8.</b>  Fatima Stark	<b>1.8.</b>  Discipline Data and Attendance Sheets by teacher.	<b>1.8.</b>  Discipline Data and Attendance Sheets by teacher.
		<b>1.9.</b> Parent Agreement, Student attendance	<b>1.9.</b> Implement the use of alternative behavioral consequences i.e. ISS Lunch Detention, After School Detention, Saturday School that will cause students not to miss instruction.	<b>1.9.</b> Fatima Stark, Discipline Assistants	<b>1.9.</b> Saturday School, After School Detention Data and repeat offenders	<b>1.9.</b> Saturday School, After School Detention Data

**Suspension 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Discipline and Safety Presentation	All	Fatima Stark	All	Pre-Planning, PLC, Leadership, Discipline Committee, beginning-middle and end of year Faculty meetings	Discipline database and quarterly reports.	Fatima Stark

**Suspension Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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**Rule 6A-1.099811**  
**Revised April 29, 2011**

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Strategy	Description of Resources	Funding Source	Amount
Incentives for Positive Behaviors	Mustang Wrist Bands, Ice Cream, Cookie Coupons and Mustang Gear	Principal's Account	\$1,000.00
Saturday School	Teacher and Discipline Assistant Compensation	SAC	\$2,000.00
Character Education	Materials, Textbooks, Web-based Informational Student Guide	SAC	\$500.00
			<b>Subtotal: \$3,500.00</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
Web based program (File Maker Pro)	Student documentation	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			<b>Subtotal:</b>
			<b>Total: \$3,500</b>

*End of Suspension Goals*



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

### Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>			1.1. Attendance of students, follow through of the student	1.1. Complete Graduation Enhancement Plans each semester and follow up quarterly with students who are behind in credits or GPA.	1.1. Guidance, Administration, GEP PLC Team	1.1. Student Data Reports, Graduation Enhancement Planning Database	1.1. Student Data Reports, Graduation Enhancement Planning Database
Dropout Prevention Goal #1:	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	.52	.5					
Increase of 2% for Graduation Rate	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	90.2%	92%					
			1.2. Consistency of interventions, time, flexibility	1.2. Review grade distribution data quarterly by department and develop interventions with teachers for high failure courses.	1.2. Admin., Dept. Chairpersons	1.2. Grade distribution data by quarter and correlation report with attendance	1.2. Grade distribution data by quarter, Graduation Status Summary
			1.3. Limited numbers of staff, attendance of students	1.3. Graduation Enhancement Program teachers mentor students by meeting monthly with students who are "at risk" and monitor/support academic and behavioral progress.	1.3. Regenia Dixon, Scott Schmitz, Larry Holden, Jessica Schultz, Vickie Dillon	1.3. GEP database and logs	1.3. GEP database and logs
			1.4. Marketing, student follow through, low completion rates	1.4. Students will be scheduled into adult education, PCSD day and after hours program, and virtual school courses to gain credits and increase their GPAs.	1.4. Student Services staff	1.4. Progress reports from Adult Ed, PCSD, Virtual; retention/completion rates	1.4. Progress reports from Adult Ed, PCSD, Virtual; retention/completion rates
			1.5. Accurate data, Time	1.5. Monitoring "at risk graduation rate" students through "at risk" database each quarter	1.5 Admin., Student Services staff	1.5. "At Risk" Graduation Database, eSembler,	1.5. "At Risk" Graduation Database, eSembler,

### Dropout Prevention Professional Development

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

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 Revised April 29, 2011

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**Dropout Prevention Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
PCSD After Hours Program	Stipends, Materials	SAC	\$3,000
			<b>Subtotal: \$3,000</b>
			<b>Total: \$3,000</b>

*End of Dropout Prevention Goal(s)*

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

### Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1. Timely communication, scheduling, marketing	1.1. Offer more opportunities for parents to get involved through quarterly workshops that explore issues related to high school.	1.1. Admin., Student Services, Peggy Hinmon, Michele Chamberlin, Parent Involvement Committee	1.1. Parent surveys and event evaluations, attendance	1.1. Parent surveys and event evaluations, attendance
Parent Involvement Goal #1:  <i>Increase of 5% in parent participation</i>	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	50%	55%, 6 planned events					
				1.2. Gathering information from faculty and staff in a timely manner, accessibility for all families, educating clerical staff on events	1.2. Increase communication by using Remind 101 and Twitter, individual invitations, electronic calendar and publishing monthly electronic newsletters.	1.2. Admin., Parent Involvement Committee	1.2. Parent surveys, hits on website
			1.3. Time, limited computer access, getting people to join	1.3. Develop a parent resource website off of our home page including a news blog, Twitter, and Remind 101 text message system to inform about events.	1.3. Admin., PIC	1.3. Number of hits on website, number of messages sent	1.3. Number of hits on website, number of messages sent

### Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Communication Overview	ALL	Jessica Schultz	ALL	September 4	Number of members on Remind 101, followers on Twitter	Administration

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

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent University events	Materials, Speakers	SAC	\$500
			<b>Subtotal:\$500</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$500</b>
			<b>Total: \$500</b>

*End of Parent Involvement Goal(s)*

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>CTE Goal #1:</b> <i>Students enrolled in Industry Certification courses will participate and successfully pass the respective certification exams.</i>  <i>50% of students enrolled in Business and Technology Courses will participate in Industry Certification Testing. Of the 50% participating, 50% will pass on or more Business certification tests.</i>  <i>100% of students enrolled in the Health Science Courses will participate in two certification exams (CNA and Medical Office Management) and 90% will successfully pass both exams.</i>  <i>50% of students enrolled in the First Responder Course will successfully complete the requirements and successfully pass the certification exam.</i>	1.1. Limited State and District funding of testing materials.	1.1. Create a plan to have students take a practice test and only students scoring above a passing score can take a funded certification test.  Work with district on getting a Microsoft IT Academy.	1.1. Rob Aguis, A. Glaves, E. Lamb, Administration	1.1. Compile data for students who pass the practice test compared to students who pass the actual certification test.	1.1. Review data for students who pass the practice test compared to students who pass the actual certification test and compare effectiveness of process.
	1.2. Software malfunctions.	1.2. Test software ahead of testing schedule. (Install program and updates. )	1.2. A. Glaves, E. Lamb, C. Bariso, Administration	1.2. Determine if certification testing software was working properly on days students are tested.	1.2. Review software set up process.
	1.3. Lack of local government cooperation for student ride-alongs	1.3. Continue to partner with Hillsborough County to satisfy the certification requirement and continue to work with Pasco County.	1.3. AMA Lead Teacher and AMA Administrator	1.3. The number of students who successfully meet all certification requirements.	1.3. Certification Exams

**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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	CTE	Glaves and Bruegger	CTE Teachers	Twice per month	PLC notes	BMA & AMA Administrator
District Department Trainings	CTE	Glaves and Bruegger	CTE Teachers	Quarterly	PLC notes	BMA & AMA Administrator

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### CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

#### Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

#### Technology

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

#### Professional Development

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

#### Other

Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			

**Total: \$0**

*End of CTE Goal(s)*

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

**Additional Goal(s) College Readiness & Acceleration (AP, DE)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			1.1. Total number of students taking AP courses decreased this year.	1.1. AP Seminars AP Boot Camp Quarterly meetings with the AP leadership team to guide and monitor program data/progress. Teachers working within departments to develop vertical and horizontal teams to align content strategies in order to prepare students for more rigorous coursework.	1.1. Angie Murphy, AP Teachers, Administration,	1.1. Agendas  Student/Teacher surveys  Practice Assessments  Attendance at Meetings	1.1. TERMS reports  Course Assessments  Grade Data by quarter/semester, results of AP exam.
<b>Additional Goal #1:</b>  <i>Advanced Placement:</i>  <i>By June 2013, at least 65% of the total number of AP students will earn a 3, 4, or 5 on the AP exams.</i>  <i>By June 2013, at least 56% of the total number of AP courses will earn a 3, 4 or 5 on all AP exams.</i>  <i>By June 2013, the projected number of students enrolled in AP for the 2013-2014 school year will be 28% or higher.</i>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
	64% (335/521)	65% (306/470)	New Course – AP Comp Gov't & Macro				
	55% (601/1078) of administered exams earned 3 or higher.	56% (525/938) of administered exams will earn a 3 or higher.	Other testing conflicts during the same time				
	Total of school enrolled in AP: 30% (521/1699) 2012 26% (470/1776) 2013	Total of school enrolled in AP: 28% (497/1776) 2014					
			1.2. Gathering data in a timely manner, availability of data	1.2. Quarterly meetings with the AP Leadership Team to guide and monitor program data and progress	1.2. Angie Murphy, Michele Chamberlin	1.2. Attendance of teachers at meetings, grade data by quarter/assessment data	1.2. Attendance of teachers at meetings, grade data by quarterly/assessment data, meeting notes
		1.3. Time, substitutes, missing instructional time	1.3. Teachers working within departments to develop vertical and horizontal teams to align content and strategies in order to prepare students for more rigorous coursework.	1.3. PLC Facilitators, Dept. Chairpersons	1.3. Curriculum/content maps, common activities, common assessments, lesson plans	1.3. Student outcomes of assessment and common activities	
		1.4. Time and ability to educate the community on these programs, funding	1.4. Develop a partnership with the College Board and Princeton Review to afford teachers and students the opportunity to be better prepared through practice tests, SAT/ACT Prep, and data sessions.	1.4. Angie Murphy, Michele Chamberlin	1.4. Attendance and results of practice opportunities	1.4. Attendance and results of practice opportunities, ACT/SAT participation and performance results	
		1.5. Funding, availability of teachers to attend PD opportunities	1.5. Review with each AP teacher their instructional planning report and provide opportunities for professional development in the areas of need. Each teacher will keep a data note to progress monitor student learning.	1.5. Administration, AP Teachers	1.5. Instructional planning reports, IPDP reviews, and data monitoring tool	1.5. Instructional planning reports, IPDP reviews, and data monitoring tool	

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		1.6. Attendance and time to educate community	1.6. Work with the community through parent workshop events to inform parents of expectations and curriculum in advanced coursework.	1.6. Administration, Student Services, AP Teachers	1.6. Attendance, Surveys	1.6. Attendance, Surveys
		1.7. Time for teachers to plan	1.7. Implement monthly AP seminars on critical skills of critical reading, organization, communication, problem solving and teamwork to follow up the AP Summer Boot Camp.	1.7. Administration, AP Coordinator, AP Teachers	1.7. Attendance, Follow Up Assignments, Surveys	1.7. Attendance, Surveys
		1.8. Students who have multiple exams, teachers providing materials, scheduling	1.8. Administering a school-wide AP Practice test in all subject areas in April	1.8. AP Leadership Team	1.8. Practice test results	1.8. AP test results

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Additional Goal</b>			2.1. Gathering data in a timely manner, availability of data.	2.1. Quarterly meetings with the DE Leadership Team to guide and monitor program data and progress.	2.1. Jessica Schultz	2.1. Attendance of teachers at meetings, grade data by semester/assessment data.	2.1. Attendance of teachers at meetings, grade data by semester/assessment data, meeting notes.
<b>Additional Goal #2:</b>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<i>Dual Enrollment</i>	92% (447/482)	95% (486/512)					
<i>By June 2013, at least 95% of the total students in Dual Enrollment courses will earn a C or higher.</i>							
			2.2. Time, substitutes, missing instructional time	2.2. Teachers working within departments to develop vertical and horizontal teams to align content and strategies in order to prepare students for more rigorous coursework.	2.2. PLC Facilitators, Dept. Chairpersons	2.2. Curriculum/content maps, common activities, common assessments, lesson plans.	2.2. Student outcomes of assessment and common activities
			2.3. Time and ability to educate the community on these programs, funding	2.3. Develop a partnership with Pasco Hernando Community College to afford teachers and students the opportunity to be better aligned with college standards.	2.3. Jessica Schultz	2.3. Attendance and results of practice opportunities.	2.3. Attendance and results of practice opportunities, ACT/SAT participation and performance results
			2.4. Funding, availability of teachers to attend PD opportunities	2.4. Review with each DE teacher their grade distribution and how students score on mid-year assessments to monitor student learning.	2.4. Administration, DE Teachers	2.4. Instructional planning reports, IPDP reviews, and data monitoring tool	2.4. Instructional planning reports, IPDP reviews, and data monitoring tool
			2.5. Attendance and time to	2.5. Work with the community	2.5. Administration,	2.5. Attendance, Surveys	2.5. Attendance, Surveys

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		educate community	through parent workshop events to inform parents of expectations and curriculum in advanced coursework.	Student Services, DE Teachers	
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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Additional Goal</b>		3.1. Marketing, Communication to students	3.1. School-wide Awareness Campaign - College Day Per Month - Bulletin Boards in each commons areas to display college information.	3.1. Student Services	3.1. Surveys, participation	3.1. Surveys, participation	
<b>Additional Goal #3:</b>  <i>Standardized Tests: Post Secondary Readiness</i>  <i>At least 65% of students will be considered College Ready in Math.</i>  <i>At least 73% of students will be considered College Ready in Reading.</i>  <i>At least 76% of students will be considered College Ready in Writing.</i>  <i>ACT/SAT/PSAT</i>  <i>Increase the number of students who take ACT/SAT/PSAT tests by 3% each.</i>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
	<i>Math</i> 59% (238/406) 2012 42% (200/471) 2013	<i>Math</i> 65% (306/471) 2013	Scheduling conflicts, retention	Parent Universities	Parent Communication and Recognition Committee, Michele Chamberlin	Surveys, attendance	Surveys, attendance
	<i>Reading</i> 67% (238/406) 2012 57% (234/411) 2013	<i>Reading</i> 73% (300/411) 2013	Time for teachers to plan	Study Sessions	Math & English teachers	Standardized Assessments	Standardized Assessments
	<i>Writing</i> 70% (283/406) 2012 62% (253/411) 2013	<i>Writing</i> 76% (312/411) 2013	Time, knowledge	Professional Development and rigor in looking at higher order critical thinking skills (i.e. evidence based reading and writing, text based questions, DOK level 3-4 activities).	Administration, CORE team	Attendance, Lesson Plans, Walk-throughs	Attendance, Lesson Plans, Walk-throughs
	<i>ACT</i> 30% (232/766) 11 <sup>th</sup> & 12 <sup>th</sup> grade	<i>ACT</i> 33% (253/766) 11 <sup>th</sup> & 12 <sup>th</sup> grade					
	<i>SAT</i> 44% (155/356) 12 <sup>th</sup> gr. 23% (94/401) 11 <sup>th</sup> gr. 32% (248/766) 11 <sup>th</sup> & 12 <sup>th</sup> grades	<i>SAT</i> 47% (167/356) 12 <sup>th</sup> gr. 26% (104/401) 11 <sup>th</sup> gr. 35% (268/766) 11 <sup>th</sup> & 12 <sup>th</sup> grades					
	<i>PSAT</i> 50% (109/217) 11 <sup>th</sup> gr. 34% (74/217) 10 <sup>th</sup> gr. 16% (34/217) 9 <sup>th</sup> gr.	<i>PSAT</i> 53% (115/217) 11 <sup>th</sup> gr. 37% (80/217) 10 <sup>th</sup> gr. 19% (41/217) 9 <sup>th</sup> gr.					
		3.2. Attendance and time to educate community	3.2. Partner with the community such as Princeton Review to offer PSAT/SAT Practice Sessions.	3.2. Administration, Michele Chamberlin	3.2. Attendance, Surveys	3.2. Attendance, Surveys	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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**Additional Goals 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 (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
College Board AP Institutes	Various (Summer & One-Day)	College Board Consultants	AP teachers and feeder teachers	Summer & One-Day throughout year	Strategies integrated into lesson plans, sharing at vertical team meetings	Angie Murphy
SAT/ACT	10, 11	Princeton Review Consultants	10-11 teachers, parents, students	September, January-March, May	SAT/ACT test results, attendance at workshops, integration of SAT/ACT testing skills into instruction	Michele Chamberlin
SAT Testing Site Training	All	Michele Chamberlin	All teachers	October-May	Participation in SAT	Michele Chamberlin
College Readiness	10, 11, 12	Princeton Review	10-12 teachers	December-January	Interpreting PSAT/PERT/ACT/SAT score reports.	Jessica Schultz

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**Additional Goal(s) Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
College Board Workshops/Summer Institutes	5-day and 1-day workshops in content areas and strategies	AP Funds	\$7,000.00
			<b>Subtotal: \$7,000.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
School-Wide College Readiness Awareness Campaign	Bulletin Board Materials	Career Specialist Dept . Department Monies	\$500
College Readiness	TurnItIn.com	Textbook Funds	\$1500.00
			<b>Subtotal:</b>
			<b>Total: \$9,000.00</b>

*End of Additional Goal(s)*

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Additional Goal(s)

### Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$4,600</b>
<b>Mathematics Budget</b>	<b>Total: \$850</b>
<b>Science Budget</b>	<b>Total: \$1,600</b>
<b>Writing Budget</b>	<b>Total: \$1,750</b>
<b>U.S. History Budget</b>	<b>Total: \$200</b>
<b>Attendance Budget</b>	<b>Total: \$500</b>
<b>Suspension Budget</b>	<b>Total: \$3,500</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$3,000</b>
<b>Parent Involvement Budget</b>	<b>Total: \$500</b>
<b>Additional Goals</b>	<b>Total: \$9,000</b>
	<b>Grand Total: \$25,500</b>

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

**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

Are you reward school?  Yes       No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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

Describe the activities of the SAC for the upcoming school year.
Focus on school improvement, develop and implement parent involvement strategies, and additional communication strategies

Describe the projected use of SAC funds.	Amount
Saturday School	\$3,000
PCSD After Hours Program	\$3,000
Literacy STS Program	\$2,000