FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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

PART I: SCHOOL INFORMATION

School Name: Plant City High School	District Name: Hillsborough
Principal: Colleen Richardson	Superintendent: Mary Ellen Elia
SAC Chair: Denise Kunz	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Colleen Richardson	Ed Leadership Biology 6-12	28	10	11/12 46% FCAT Reading P, 80% EOC Algebra P 10/11 A 78% AYP Math, 45% Lowest Quartile in Reading 09/10 B 74% AYP 44% Lowest Quartile in Reading 08/09 C 64% AYP 44% Lowest Quartile in Reading 07/08 B 67% AYP 46% Lowest Quartile in Reading
Assistant Principal for Curriculu	Margaret Obel	Ed Leadership ESE	12	10	11/12 46% FCAT Reading P, 80% EOC Algebra P 10/11 A 78% AYP Math, 45% Lowest Quartile in Reading 09/10 B 74% AYP 44% Lowest Quartile in Reading 08/09 C 64% AYP 44% Lowest Quartile in Reading 07/08 B 67% AYP 46% Lowest Quartile in Reading

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Assistant Principal for Admin	Traci Durrance	Ed Leadership PE K-12	6	6	11/12 46% FCAT Reading P, 80% EOC Algebra P 10/11 A 78% AYP Math, 45% Lowest Quartile in Reading 09/10 B 74% AYP 44% Lowest Quartile in Reading 08/09 C 64% AYP 44% Lowest Quartile in Reading 07/08 B 67% AYP 46% Lowest Quartile in Reading
Assistant Principal Student Affairs	John Campbell	Ed Leadership English 6-12	2	3	11/12 46% FCAT Reading P, 80% EOC Algebra P 10/11 A 78% AYP Math, 45% Lowest Quartile in Reading
Assistant Principal Student Affairs	Valarie Minus-Henry	Ed Leadership ESE	3	3	11/12 46% FCAT Reading P, 80% EOC Algebra P 10/11 A 78% AYP Math, 45% Lowest Quartile in Reading 09/10 B 74% AYP 44% Lowest Quartile in Reading
Assistant Principal Student Affairs	Jay Blavatt	Ed Leadership	2	4	11/12 46% FCAT Reading P, 80% EOC Algebra P 10/11 A 78% AYP Math, 45% Lowest Quartile in Reading 09/10 Out of State (Ohio)

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Becky Hendrix	English 6-12 Speech 6-12 Science 5-9 ESOL	14	1	11/12 46% FCAT Reading P, 80% EOC Algebra P 10/11 A 78% AYP Math, 45% Lowest Quartile in Reading

Writing	Brenda Brunny	English ESOL	20	2	11/12 46% FCAT Reading P, Writing 88% 10/11 A 78% AYP Math, 76% Writing 3.5+

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	Principal, APs, Dept Chair		
2. MAP	Supervisor of Data Analysis		
3. Mentoring	Principal, Mentor		
4. Performance Pay	Principal, Peers		

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
11 staff members are teaching out of field, while 8 are considered non-highly effective.	Teachers are offered opportunities through TIP, SMART, teacher mentoring, and professional development and HOUSSE plan. Teacher mentor for new hires is in house, teachers are given ample feedback and opportunities for both mock and real evaluations.

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
150	10% (15)	20% (30)	40% (60)	30% (45)	33% (50)	95% (142)	20% (30)	7% (11)	17% (26)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amanda Cummings	Luke Beevor Jennifer Hamilton Nicole Korte Angela Leavens Yully Ruiz Zacheriah Shrum Kirsten Whittaker Brandy Wyatt Jacquline Worley (McAllister) Elizabeth Rheume Christine Thomas	TIP	Classroom observation Lesson planning
Jay Blavatt	Heather Begley (Frost) Lauren Der Mike Fryrear Whitney Roberts Jessica Thornton Amber Gallemore Tammy Morgan Leigh Cason	ACP	Classroom observation Lesson planning

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

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Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team: Jay Blavatt, Michelle Welch, Henry O'Brien, Julina Dolce, Karen Snapp, Marisol Valentine Robles, Lisa Ponce, Patrisha Steele, Randi Jones
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 functions as a coordinating and directing unit within the school to evaluate and plan student interventions. High performing students as well as low performing students are evaluated and strategies are put in place so they can achieve adequate yearly progress.**
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? *The team functions as a problem-solving unit. It meets to discuss the needs of students who display academic and or behavioral problems. These students may represent exceptionality at both ends of the spectrum. The MTSS LT reviews specific and supports department data sharing while using collaboration when identifying intervention strategies that are both effective for the individual student and attainable (through in house teacher led training)*   *Plant City HS is using MTSS to identify (Non-ESE) students that are unsuccessful in the classroom for a variety of reasons: discipline, attendance, academic performance, apathy, outside/ home issues, etc.*   *A teacher can complete an RTI reference form (found in the hanging folder in teacher TPA rooms or attached here). Upon completion, that form is verified by a department head, who will ask you; "What have you attempted? (phone calls, email, referrals, etc) After reviewing whether attempts have been made, the student is then referred to the School Wide Behavior Team (made up of 3 teachers, AP1, Social Worker, Psychologist, ESE, Guidance, Migrant) **   *What happens after referral is made? Upon referral, the student is interviewed by a counselor or AP, the student is scored based on a number of factors of present level of performance: FAIR, FCAT, current Grades, discipline points. That score and the discussion by the SWBT then translates into strategies to improve student performance.*
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.

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Plant City HS is using MTSS to identify (Non-ESE) students that are unsuccessful in the classroom for a variety of reasons: discipline, attendance, academic performance, apathy, outside/ home issues, etc.

A teacher can complete an RTI reference form (found in the hanging folder in teacher TPA rooms or attached here). Upon completion, that form is verified by a department head, who will ask you; "What have you attempted? (phone calls, email, referrals, etc) After reviewing whether attempts have been made, the student is then referred to the School Wide Behavior Team (made up of 3 teachers, AP1, Social Worker, Psychologist, ESE, Guidance, Migrant) *

What happens after referral is made? Upon referral, the student is interviewed by a counselor or AP, the student is scored based on a number of factors of present level of performance: FAIR, FCAT, current Grades, discipline points. That score and the discussion by the SWBT then translates into strategies to improve student performance.

attendance, work details, FAIR, FCAT, suspensions, Saturday School, etc, all help to determine MTSS involvement for the student. As data is collected, a playbook of interventions is created at different tiers of therapeutic intensity.

Describe the plan to train staff on MTSS.
A grassroots strategy has been instituted in which Department heads are trained on referral form and are the first line of evaluation with referring teachers (They are asked to evaluate RTI referrals and discuss any measures that have already been attempted). Teachers will be surveyed to identify particular intervention/academic strategies that they feel they are most qualified in. When all results are collected, a toolbox of intervention strategies will be **available.**
When a student is identified for intervention strategies by SWBT, a teacher who is proficient in said intervention strategy is used to train the teachers with that student.

Describe plan to support MTSS.
The MTSS LT will continue to develop a continuum of services based on validation of scoring leading to tier identification. Meaning as more students are referred and scored consistently (fidelity checked) then tiered definition will become more identifiable. Furthermore, students that are receiving interventions will be progress monitored through data collection and ongoing discussion within the leadership team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Identify the school-based Literacy Leadership Team (LLT). Colleen Richardson (Principal), Margaret Obel (APC), Becky Hendrix (Reading Coach)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Meetings center on reading proficiency data & teacher input- objectives focus on increasing reading proficiency in subgroups on FCAT, schoolwide reading in content area. **School-Based Literacy Leadership Team**

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What will be the major initiatives of the LLT this year? Our major initiatives are to place students in appropriate reading classes, offer lunch and after-school tutoring to students, notify teachers of their bottom quartile students, give monthly trainings to teacher on reading strategies, and hold workshops on engaging students in learning Identifying marginal students and providing reading strategies and support to core academic teachers.

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

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

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

Plant City High School has made reading the priority in all classrooms. Along with the ongoing use of Teach Like a Champion, Kagan and CRISS strategies; during pre-planning while digesting schoolwide date, each department developed a literacy mission and two content specific strategies that will be used in their classrooms (AVID Cornell notes, TACKLE, SQ3R, CI model, etc).

*High Schools Only

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

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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

On an annual basis, Plant City High School will review new course offerings at the State and District Level to continue to offer Rigorous and Relevant coursework and to meet

the State Standards.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Targeted monitoring of ACT, SAT & PERT by teacher, student and parent. Increasing the awareness of testing times, impact (many parents believe it is "just another test") through reach out events, newsletters, targeted phone calls and regular SAC meetings. ESE teachers and students utilize transition services to identify post-secondary needs.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: **Students scoring proficient in reading (Level 3-5).** Reading Goal #1: The percentage of students scoring a level 3 or higher on the 2013 FCAT reading will increase from 46% to 48% 2012 Current Level of Performance:* **46%** 2013 Expected Level of Performance:* **48%**	1.1. Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. Curriculum Assessments: -Need additional training to implement effective PLCs. -Teachers at varying levels of implementation of differentiating instruction (both with the low performing and high performing students	1.1. Strategy: **Tier 1 - The purpose of this improve student FCAT performance through the use of the core curriculum. Students' reading comprehension will improve as all teachers implement and utilize the Core Continuous Improvement Model (C-CIM) and provide Differentiated Instruction (DI) as a result of the problem-solving model. (EET rubric)** Action Steps -1.As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. Domain 1 2. PLC teachers instruct students using the core curriculum, incorporating domain 3 components from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from	1.1. Who -Principal -AP's -Dept. Heads -Teachers in all subject areas How Formal observations and pop-ins and conversations with department heads	1.1. Teacher Level Eng. 1 and Eng. 2 PLC/Department Level Eng. 1 and Eng. 2 Leadership Team Level PLC/Department Level Eng. 1 and Eng. 2 Leadership Team Level	1.1. During Grading Period -Mini Assessments -Formative and summative assessments

				the core curriculum material. 4. Teachers bring assessment data back to the PLCs. Component 3d 5. Based on the data, teachers discuss strategies that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. Component 3e 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).Component 3e 8. PLCs record their work in logs. 9. Every teacher will require reading in all content areas and focus on improving reading comprehension. 10. CRISS train all teachers 11. Train all teachers to understand FAIR scores and to differentiate instruction accordingly. 12. Train all teachers in SQ3R, a reading strategy that works in all content areas. 13. Teach content vocabulary as well as FCAT reading vocabulary across all content areas 14. Train all teachers in the use of vocabulary strategies with particular emphasis on academic vocabulary.			

				15. All teachers will create a print rich environment by creating word walls and displaying student work. 16. Teachers will post student work and participate in word wall contests. Reflect Teachers will discuss in PLCs the results of the mini-assessments Action Teachers will develop a plan to readdress assessments students have not met, reteach, and then reassess.			
			1.2. Students need to read more.	1.2.\ Teachers will create a reading environment. Strategy Reading teachers will encourage group and individual reading.. Teachers will have students reading material in subject area. Reflect Teachers will discuss in PLCs the results of the mini-assessments Action Teachers will develop a plan to readdress assessments students have not met, reteach, and then reassess	1.2. Who -Principal -AP's -Dept. Heads -Teachers How Formal observations and pop-ins and conversations with department heads	1.2. Reading Teachers Science Class Media Specialist	1.2. Mini assessments Tests
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. Teachers are at varying	2.1. Strategy: The purpose of this strategy	2.1. Who -Principal	2.1 . Teacher Level	2.1		

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| Reading Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT will increase from 23% to 25% | 2012 Current Level of Performance:*

23% | 2013 Expected Level of Performance:*

25% | skill levels with Costas (higher order questioning techniques).
- PLC meetings do not focus on higher order questioning strategies for upcoming lessons.
- Administrators are at varying skill levels with identification. | is to strengthen the core curriculum. Students' reading comprehension will improve through the use of effective questioning and discussion techniques and the teacher checks for understanding of content at all key moments. In addition the teacher frequently responds to student questions by probing for higher level understanding. Domain 3b
Action Steps
COSTAS/HOTS
- As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons.
-. Teachers implement the targeted higher order questioning strategies in their lessons.
-. Teachers implement the common assessments.
-. Teachers bring assessment data back to the PLCs.
-. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes.
-. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation.
-. PLCs record their work in logs.
CORNELL NOTES
- Teachers of Level 4 & 5 students will increase reading comprehension | -AP's
Dept. Heads
Teachers

<u>How</u>
Formal observations and pop-ins and conversations with department heads
Teachers will monitor through testing and checking notes periodically | Eng. 1 and Eng. 2
PLC/Department Level
Eng. 1 and Eng. 2
Leadership Team Level | ..2-3x Per Year
9 weeks' grades
Semester grades

During Grading Period
Chapter/Unit Tests |

				through the use of the Cornell note taking strategy. Teachers will utilize Cornell note taking practices across all content areas. Teachers will be provided a refresher course on Cornell notes during the summarization workshop . Reflect Teachers will discuss in PLCs the results of the mini-assessments Action Teachers will develop a plan to readdress assessments students have not met, reteach, then reassess.				
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. 1. Not all teachers are able to interpret FAIR data to get the most information possible. 2. Lack of time to analyze data. 3. Teachers are at varying skill levels with differentiating instruction.	3.1. Strategy: Reading teachers will implement the FCIM in their content areas Action Steps 1. Train teachers to interpret FAIR data and to make decisions about student needs. 2. Offer book studies and other trainings on	3.1 . Who &How The reading coach as well as administrators will check for implementation through the use of classroom walk-throughs Teachers in all subject areas will check students progress on assignments and assessments.	3.1. Teacher Level 1. Teachers will regularly look at data and tweak lessons to either reteach a skill or enrich a skill. 2. Teachers will constantly work in the cycle of plan, do, check, and act to continuously differentiate instruction to meet students' changing needs.	3.1. 2-3x Per Year FCIM mini-assessments FAIR testing Teachers created tests Check Cornell notes FCIMs and classroom tests
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 60 to 62	2012 Current Level of Performance:* **60**	2013 Expected Level of Performance:* **62**					

| | | | | 4. Teachers lack time to devote to intensive vocabulary instruction
5. Students have difficulty with higher order questions. Teachers are at different skill level of writing higher order questions.
6. Students have difficulty with reading comprehension. Students have difficulty organizing their notes and summarizing the lesson. | differentiated instruction.

3.All teachers will be trained to use different reading strategies (i.e.TACKLE) use these learning strategies in their classrooms.
4.Teachers in intensive reading classrooms will implement effective guided reading activities in small group instruction.
Train teachers how to do guided instruction in small group centers.
Offer opportunities for teachers to observe demonstration classrooms where peer teachers demonstration guided reading activities.
Train teachers in the Balanced Literacy Protocol

45.The reading coach will train teachers to write higher order questions for reading in the content area.

Students will answer higher order question for material in the teachers' content area

6.The AVID teachers will train the teachers in Cornell notes.
Students will take Cornell notes.

COMPUTER-BASED
Utilize all available computer-based instructional programs:
  -Read180
  -Academy of Reading | Reading teachers meet to discuss FCIM assessment analysis. Teachers will problem solve to discuss ways to improve implementation of the FCIM and data challenges that have been experienced. | 3. Word Analysis scores will be reviewed to guide vocabulary development through content lessons and look at trends.

PLC/Department Level
Teachers will collaborate

Leadership Team Level | |

				-FCAT Explorer -FOCUS - SAT online prep <u>Reflect</u> Teachers will discuss in PLCs the results of the mini-assessments <u>Action</u> Teachers will develop a plan to readdress assessments students have not met, reteach, then reassess.			
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: **Points for students in Lowest 25% making learning gains in reading.** <u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 59 to 61	2012 Current Level of Performance:* **59**	2013 Expected Level of Performance:* **61**	4.1. 1. Not all teachers are able to interpret FAIR data to get the most information possible. 2. Lack of time to analyze data. 3. Teachers are at varying skill levels with differentiating instruction. 4. Teachers lack time to devote to intensive vocabulary instruction	4.1. <u>Strategy</u> Strategy Reading teachers will implement the FCIM in their content areas <u>Action Steps:</u> 1. Train teachers to interpret FAIR data and to make decisions about student needs. 2. Offer book studies and other trainings on differentiated instruction. 3. All teachers will be trained using different reading strategies in their classrooms. 4. Teachers in intensive reading classrooms will	4.1. <u>Who & How</u> The reading coach as well as administrators will check for implementation through the use of classroom walk-throughs	4.1. Chapter assessment data that will be turned into APC/RLT will be from courses intensive reading classes. <u>Teacher Level</u> <u>PLC/Department Level</u> <u>Leadership Team Level</u>	4.1. FAIR testing FCIMs

| | | | | implement effective guided reading activities in small group instruction.
5. Train teachers how to do guided instruction in small group centers.
6. Offer opportunities for teachers to observe demonstration classrooms where peer teachers demonstration guided reading activities.
7. Train teachers in the Balanced Literacy Protocol.
8.Utilize all available computer-based instructional programs:
   -Read180
   -Academy of Reading
   -FCAT Explorer
   -FOCUS
Reflect
Teachers will discuss in PLCs the results of the mini-assessments

Action
Teachers will develop a plan to readdress assessments students have not met, reteach, then reassess. | | | |
| | | | 4.2.

It is a challenge to get students to stay after school Monday thru Thursday and to attend tutoring on Saturdays | 4.2

. Strategy
We will make available extra reading tutoring for all students (lunch time tutoring). We will provide prizes, incentives, snacks and extra credit for those attending.

Action Steps
1. We will make tutoring times available for all | 4.2.
WHO & How
Literacy Leadership Team and Reading Coach arrange tutoring schedule through identification of tutors and students and personal invitations and flyers to those invited and in need of tutoring

First Nine Week Check | 4.2.
Teacher Level

PLC/Department Level

Leadership Team Level | 4.2.

Informal assessments are used to monitor student progress. |

			students (lunch, after school, and Saturdays) to have the opportunity to have one-on-one reading instruction. 2. We will train tutors to give effective one-on-one reading instruction to the bottom quartile student. Parents are notified of their students' need for intensive tutoring. IEP plants will recommend tutoring for level 1 and 2 readers. Reflect Teachers will discuss in PLCs the results of the mini-assessments Action Teachers will develop a plan to readdress assessments students have not met, reteach, then reassess.	Second Nine Week Check Third Nine Week Check		
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5: In 2012-2013 student reading proficiency in increase based on trajectory of 50% achievement gap close by 2017.		Sames as 4.1				
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory**		5A.1. White:	5A.1. Strategy	5A.1. Who	5A.1. Teachers	5A.1.

progress in reading.			Black: Hispanic: Asian: American Indian:	-Students will comprehend books used in their courses by the applying reading strategies and note taking skills.	Principal APC Depat. Heads How Formal observations and pop-ins	PLCs	Classroom assignments Classroom tests 9 weeks grades Semester grades
Reading Goal #5A: In 2012-2013 student reading proficiency will increase based on targets as detailed by district.	2012 Current Level of Performance:* White: 58% Black: 25% Hispanic: 37% Asian: 62% American Indian: na	2013 Expected Level of Performance:* White: 69% Black: 39% Hispanic:49% Asian: 58% American Indian: na	-Students have difficulty with the language of subject books. -Students have difficulty with notes	Action steps -Teachers will be trained in reading strategies – SQ#R, TACKLE, Vocabulary training. -Teachers will be trained in Cornell notes. - Teachers will share in PLCs on which reading strategies to use. -Teachers will use the reading strategies with their students. -Teachers will train the student how to use Cornell notes. -Students will take Cornell notes. -Students will be given assessments on their reading. -Teachers will analyze students result, reflect on any changes needed, and adjust lessons to assist students learning.			
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. -Students have difficulty with the language of subject books. -Students have difficulty with notes	5B.1. Strategy -Students will comprehend books used in their courses by the applying reading strategies and note taking skills. Action steps -Teachers will be trained in reading strategies – SQ#R, TACKLE, Vocabulary training. -Teachers will be trained in Cornell notes.	5B.1 , Who Principal APC Depat. Heads How Formal observations and pop-ins	5B.1. Core Teachers PLCs	5B.1. Classroom assignments Classroom tests 9 weeks grades Semester grades
Reading Goal #5B: In 2012-2013 student reading proficiency will increase based on targets as detailed by district.	2012 Current Level of Performance:* **37%** **proficiency**	2013 Expected Level of Performance:* **49%** **proficiency**					

				- Teachers will share in PLCs on which reading strategies to use. -Teachers will use the reading strategies with their students. -Teachers will train the student how to use Cornell notes. -Students will take Cornell notes. -Students will be given assessments on their reading. - Teachers will analyze students result, reflect on any changes and adjust lessons to assist students learning.			
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: In 2012-2013 student reading proficiency will increase based on targets as detailed by district.	2012 Current Level of Performance:* **10** **proficiency**	2013 Expected Level of Performance:* **24** **proficiency**	5C.1. -Lack of understanding vocabulary. - Lack of reading comprehension.	5C.1. Strategy Students will have an understating of reading in the core classes. Action Steps -Teacher will be trained on reading strategies. -Para support -Use of language dictionary -Teachers will work in PLCs on the reading strategies for content reading. --Teachers will use reading strategies with students. -Teachers will train students in vocabulary usage. -Students will be assessed on reading and vocab. - Teachers will analyze students result, reflect on any changes and adjust lessons to assist students learning.	5C.1. Who Principal Aps ESOL Resources Teacher How Observations Pop-ins	5C.1. Core Teachers PLCs	5C.1. Classroom assignments Classroom tests 9 weeks grades Semester grades
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

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			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: In 2012-2013 student reading proficiency will increase based on targets as detailed by district. .	2012 Current Level of Performance:* **26 proficiency**	2013 Expected Level of Performance:* **42 proficiency**	5D.1. Improvement is needed in the proficiency of SWD in our school	5D.1. Strategy SWD students will improve on their achievements through teachers lessons and strategies. Action Plan -SWD and general teachers will study the students' IEP goals, and accommodations. -General and SWD teachers will be trained in strategies that will assist students in reacing their goals. -Teachers will implement those strategies. -Students will be assessed to verify the goals have been met. - Teachers will analyze students result, reflect on any changes and adjust lessons to assist students learning.	5D.1. Karen Snapp, ESE Specialist APC Principal Walk throughs formal observation Pop-ins	5D.1. SWD teachers General teacher with SWD student	5D.1. Assignments Formal assessments
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

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

	classes Core classes Elective classes					
Reading strategies training/ TACKLE, SQ3R,CRISS, KAGEN, Higher Order Thinking Questions, Vocab ,	All classes	Reading Coach	All teachers	Monthly	Classroom walkthroughs	Administration Team
Cornell Notes	All classes	AVID teachers	All teachers	Beginning of school	Walkthroughs	Administration Team
Comprehension Instructional Sequence	Social Studies and Science classes	Reading DRT	Social Studies and Science teachers	At least one training 1st nine weeks	Walkthroughs	Administration Team

End of Reading Goals

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

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

Algebra EOC Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5). Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 38% to 40%	2012 Current Level of Performance:* **38% (184)**	2013 Expected Level of Performance:* **40%**	1.1. Teachers are at varying skill levels with higher order questioning techniques. PLC's need to focus on identifying and writing higher order questions to deliver during the lesson,	1.1. Strategy Students EOC scores will improve through FCIM practice. Action Steps Based on baseline data, PLC's write SMART goals for each grading period. Plan Formative Assessments A and B will be given to determine areas of weakness. PLC's will meet to review the data. Teachers will write higher ordered questions. Do FCIM problems will be given in the form of bell work.	1.1. Who Principal APC Math department head How Monitored Classroom walk throughs observing this strategy PLC logs Observation Form	1.1. Teacher Level Teacher reflects on lesson outcomes and uses this knowledge for future instruction. Teacher uses results from the Formatives to drive future instruction. PLC Level Using individual teacher data, PLC's calculate the SMART goal data. PLC's reflect on lesson outcomes and data is used to drive future instruction. Leadership Team Level PLC facilitator/Subject Area leader/Department Heads share SMART Goal data with the Leadership Team.	1.1. How Formative Assessments When Twice a year How Semester Exams When Twice a year How Algebra I EOC When End of school year
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1. Teachers are at varying	2.1. Strategy Students EOC scores will	2.1. Who Principal	2.1. Teacher Level Teacher reflects on lesson	2.1. How Formative Assessments

Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	skill levels with higher order questioning techniques.	improve through FCIM practice.	APC Math department head	outcomes and uses this knowledge for future instruction.	When Twice a year
The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 3% to 6%	**3% (184)**	**6%**	PLC's need to focus on identifying and writing higher order questions to deliver during the lesson,	**Action Steps** Based on baseline data, PLC's write SMART goals for each grading period. **Plan** Formative Assessments A and B will be given to determine areas of weakness. PLC's will meet to review the data. Teachers will write higher ordered questions. **Do** FCIM problems will be given in the form of bell work.	**How Monitored** Classroom walk throughs observing this strategy PLC logs **Observation Form**	Teacher uses results from the Formatives to drive future instruction. **PLC Level** Using individual teacher data, PLC's calculate the SMART goal data. PLC's reflect on lesson outcomes and data is used to drive future instruction. **Leadership Team Level** PLC facilitator/Subject Area leader/Department Heads share SMART Goal data with the Leadership Team.	**How** Semester Exams **When** Twice a year **How** Algebra I EOC **When** End of school year
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 62%						

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HS Mathematics Goal A: In 2012-2013 student math proficiency will increase based on trajectory of 50% achievement gap close by 2017						
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. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** HS Mathematics Goal B: In 2012-2013 student math proficiency will increase based on targets as detailed by district.	*2012 Current Level of Performance:** *Enter numerical data for current level of performance in this box.* White:81 Black:53 Hispanic:67 Asian:na American Indian:na / *2013 Expected Level of Performance:** *Enter numerical data for expected level of performance in this box.* White:69 Black:62 Hispanic:62 Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian: Teachers are at varying skill levels with higher order questioning techniques. PLC's need to focus on identifying and writing higher order questions to deliver during the lesson,	3B.1. Strategy Students EOC scores will improve through FCIM practice. Action Steps Based on baseline data, PLC's write SMART goals for each grading period. Plan Formative Assessments A and B will be given to determine areas of weakness. PLC's will meet to review the data. Teachers will write higher ordered questions. Do FCIM problems will be given in the form of bell work.	3B.1. Who Principal APC Math department head How Monitored Classroom walk throughs observing this strategy PLC logs Observation Form	3B.1. Teacher Level Teacher reflects on lesson outcomes and uses this knowledge for future instruction. Teacher uses results from the Formatives to drive future instruction. PLC Level Using individual teacher data, PLC's calculate the SMART goal data. PLC's reflect on lesson outcomes and data is used to drive future instruction. Leadership Team Level PLC facilitator/Subject Area leader/Department Heads share SMART Goal data with the Leadership Team.	3B.1. When Twice a year How Semester Exams When Twice a year
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			3C.1. Same as 3B1	3C.1.	3C.1.	3C.1.	3C.1.
HS Mathematics Goal C: In 2012-2013 student math proficiency will increase based on targets as detailed by district	2012 Current Level of Performance:* 46	2013 Expected Level of Performance:* **52**					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			3D.1. Same as 3B1	3D.1.	3D.1.	3D.1.	3D.1.
HS Mathematics Goal D: In 2012-2013 student math proficiency will increase based on targets as detailed by district.	2012 Current Level of Performance:* .42	2013 Expected Level of Performance:* **61**					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			3E.1. Same as 3B1	3E.1.	3E.1.	3E.1.	3E.1.
HS Mathematics Goal E: In 2012-2013 student math proficiency will increase based on targets as detailed by district.	2012 Current Level of Performance:* *66*	2013 Expected Level of Performance:* *63*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking Questions	All math classes	Reading Coach	All math teachers	At least once in the first semester	Walkthroughs	Adinistration Team
PLCa	All math classes	subject Chair	All math teachers	At least once a nine weeks	PLC logs	APC

End of Mathematics Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Comprehension Instructional Sequence	Science classes	Reading DRT	Science teachers	At least one training 1st nine weeks	Walkthroughs	Administration Team
PLCs	All science teachers	Chair of each course	Science teachers	At least one each nine weeks	PLC logs	APC

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: The percentage of students scoring level 3.0 or higher on the 2013 FCAT Writes will increase from 88% to 90%	2012 Current Level of Performance:* **88%**	2013 Expected Level of Performance:* **90%**	1.1. -Students have insufficient practice -Teachers scoring is inconsistent	1.1. Strategy -Students reading scores will improve through regular writing practice Plan -9th and 10th grade English teachers will have a calibration training so that scoring is consistent. -Teachers will work in PLCs to create lessons on writing Do -Teachers will give lessons on writing -Students will write -In PLCs teachers will collaborate on students writings and scoring -Teachers will grade students writings and discuss the results with students Reflect -Teachers will analyze students writing Action -Teachers will discuss ways students may improve their writings. -Students will use the teachers suggestions to improve their writing.	1.1.\ Who Administrators Writing Coach Teachers How Checking students writings	1.1 Teachers Level -Teachers and/or trained scorers will grade the students' writings, assess their writings, discuss changes students may make. PLC Level – Teachers will work in PLCs and discuss students results and share reflections, and steps for improvement.	1.1Students in 10th grade English classes will write and have that writing assess at least once every three weeks before FCAT writing. Students in 9th grade classes will write at least seven essays and have that writing assessed.
			1.2. -Students need additional assistance.	1.2. Strategy -Writing coach and trained tutors will tutor students with poor writing skills Plan -9th and 10th grade English teachers will create a list of students averaging scores of 3 or below on writing assignments.	1.2. Who Writing team-writing coach and trained volunteers How The writing team will assess the students writings..	1.2. Writing team The member of the writing team will grade the students writings.	1.2. At least 2 practice essays for students averaging 3 or below on FCAT 2.0 practice essays.

			Do -The writing coach and a team of trained volunteers will pull those students and tutor them to improve their skills. -Students will rewrite their papers after a discussion with the writing team. Reflect -The writing team will reflect on changes needed to assist students to improve. Action The writing team will implement the changes with students still struggling for a 4.			
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	Every English class	Chair of each English level	Every English teacher	Once every month	PLC logs	APC
Writing Skills,Writing rubric training	Every English class	Writing coach	Every English teacher	Twice a nine weeks for the 1st, 2nd, and 3rd nine weeks.	Walkthroughs	Writing Coach

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance <u>Attendance Goal #1:</u> 1.The attendance rate will increase from 92.54% to 95%	2012 Current Attendance Rate:* **92.54%**	2013 Expected Attendance Rate:* **93.5%**	1.1. Students struggling with academic courses and standardized tests	1.1. Tutoring is provided for during lunch and after school.	1.1. Dropout Prevention Specialist AP1 Guidance Counselor ESE Case Managers	1.1. Monitoring tutoring attendance on a weekly basis	1.1. Tutoring Attendance documentation
2. The number of students who have 10 or more <u>unexcused</u> absences will decrease by 10%	2012 Current Number of Students with Excessive Absences (10 or more) **334**	2013 Expected Number of Students with Excessive Absences (10 or more) **304**					
3. The number of students with 10 or more <u>unexcused</u> tardies to school throughout the school year will decrease by 10%	2012 Current Number of Students with Excessive Tardies (10 or more) **106**	2013 Expected Number of Students with Excessive Tardies (10 or more) **95**					
			1.2. Lack or Parent involvement	1.2. After 5 student absences parent receives a letter from student affairs outlining the state statute that requires parents to send students to school. Parent will receive a phone call from AP and Dropout Prevention Specialist. Excessive Absentees will require a parent meeting with DPC, Deputy, AP1 & parent.	1.2. Dropout prevention specialist will monitor attendance on a weekly base. The attendance committee will also assist with monitoring students with high absenteeism.	1.2. Attendance Data	1.2.
			1.3. Student disengagement	1.3. After 10 student absences parent receives an attendance letter and	1.3. Dropout Prevention Specialist	1.3. Attendance Data	1.3.

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			a conference with student,/ parent,/ and administration is scheduled to improve attendance through an attendance and academic plan. MTSS evaluation.			

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			**Problem-solving Process to Decrease Suspension**				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: 1.The total number of In-School Suspensions will decrease by 10%	2012 Total Number of In –School Suspensions **193**	2013 Expected Number of In- School Suspensions **173**	Students have external issues (family, substance) that prevent adhering to policy Escalation of minor infractions may lead to heightened consequences when students fail to attend initial discipline consequence Academic deficiencies and apathy lead to conflict	Utilize MTSS methods of intervention, as well as disciplinary alternatives, earlier intervention, increased communication between AP's using technology with fidelity and transparency.	Discipline reports will be monitored weekly through Administrative PLC and quarterly reports done each nine weeks and sent to the Area Director's office	The total record of suspensions including total students will be reviewed	Disciplinary records
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School **131**	2013 Expected Number of Students Suspended In -School **117**					
3. The total number of Out-of-School	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					

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Suspensions will decrease by 10%							
7. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	**433** 2012 Total Number of Students Suspended Out- of- School	**403** 2013 Expected Number of Students Suspended Out- of-School					
	275	**247**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1. 1 Lack of parent involvement	1.1. 1.Select Ninth grade students will be assigned a mentor. The mentor will	1.1. • Drop-out prevention • AP1	1.1. Admin, Guidance, DO coordinator & social worker will monitor grades and	1.1. .1.Database of students Attendance at sponsored events

> **Comment [J1]:** Please include the evaluation tools that will be used as your method of measurement.

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			2.Lack of success in high stake testing 3. Negative family life	establish will help students acclimate to HS environment and initiate discussion on goal setting 2.Parent meeting to discuss options for concordant scores 3. Outreach support groups.	• Guidance counselors	attendance on Edline.	
The percent of students that dropped out will decrease by _____	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
The percent of students that graduated will increase by ____%	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
			1.2. Inadequate time for students to complete necessary credits	1.2. Monitor students to ensure they are enrolled in the various credit recovery class opportunities.	1.2. Guidance counselors	1.2. Track students as they complete credit recovery classes	1.2. Guidance meetings and student enrollment in night school/ FL virtual
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
						Principal

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement

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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Enhance parent connection with school through community participation.			1.1. Parents unaware of school offerings (students do not bring materials home)	1.1. Offer incentives for returned items Update parent information in all databases and contact using variety of media outlets: edline, telephone, email, twitter. Marquee	1.1. CSIP survey Regular survey using edline membership Parent feedback	1.1. Exit interviews with wide variety of parents. Comparison of parent inclusion at events, committees, etc. from previous years	1.1. Feedback reports_CSIP
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	18.5%	**35%**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Information Meeting	9-12	Sherrie Mueller	Parents	Before school and at least one every nine weeks	Parents can follow up by contacting a guidance counselor.	Principal

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Edline	9-12 students, parents, teachers	Nikki Carpenter, Jim Stewart, Denise Kunz	All students, parents, teachers	Grades will be posted regularly, students and parents may check grades daily		Principal

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1. Absent students. Students not dressed properly.	1.1. Within HOPE classes students will participate in aerobic activities to increase cardio fitness. PE uniforms pre-sold during parent open house nights.	1.1. P.E. teachers Department Head Administrators	1.1. -Beginning -End of 1st semester -End of Second semester	1.1. Pacer Test
Health and Fitness Goal #1: During the 2012-2013 school year 65% of students will be in the Healthy Fitness Zone (HFZ) for at least 3 out of 4 tested areas by the post test in March.	2012 Current Level :* **41%**	2013 Expected Level :* **65%**					
			1.2. ROTC students need to improve their fitness skill...	1.2. Strategy ROTC will improve Cadets strength, cardio-vacular endurance and promote a healthy lifestyle. Plan Students attend summer camp Cadets develop an identifiable physical fitness component in the POI Teachers put students through a weekly training Teachers will assess students on a regular basis..	1.2. ROTC teachers Principal	1.2. ROTC teachers PLC	1.2. President's Physical Fitness Award National Physical Fitness Award

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		1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. Limited number of students qualified for advanced course requirements. Publicity for dual enrollment & certification exams out of content area	1.1. Pre-qualify students for advanced courses with rigorous pre-requisite course work. Isolate data to identify students appropriate for advanced status during scheduling and identify appropriate staffing needs. Develop marketing materials (Rtv, website, twitter,etc.) to enhance parent and student awareness of additional areas of certification and dual enrollment opportunities.	1.1. APC, Principal, Guidance will monitor student enrollment Business content area teachers will develop materials and publish testing dates. Outreach sessions during open house to publicize requirements for dual enrollment. Non business content teachers will identify potential certification candidates out of content	1.1. Student class enrollment in AP, dual enrollment & certification exams	1.1. Student and parent survey and focus groups
Continuous Improvement Goal #1: Accelerated Participation Increase number of students participating in accelerated scoring classes 2%, increase student membership in dual enrollment offerings by 2% and increase number of students taking certification by 5%. Goal #2: Accelerated Performance	2012 Current Level :* 1.1: 1063 enrolled in AP 1.2: 37% passing rate AP 1.3: 85% grad rate	2013 Expected Level :* 1.1: 1084 in AP 1.2: 45% passing rate AP 1.3: 90% grad rate					

Increase student achievement on AP tests by 8%				classes		
Goal #3: Graduation & At-Risk Graduation Rate 90% of all students enrolled at PCHS will graduate in the 4 year or 5 year modified plan			1.2. Student placement inconsistent & inaccurate. Students are not adequately prepared for AP rigor. Student "sold" for wrong reasons (GPA boost)	1.2. Pre- qualify students with battery of exams. Place more emphasis on teacher recommendations (after teachers are appropriately trained on needed rigor for AP success) Teacher created benchmark testing to qualify for AP test at conclusion of year	1.2. Departments evaluate student performance on leading assessments prior to AP test. Create PLC to discuss requirements for AP and train teachers on requirements for success to give value to teacher recommendations.	1.2. Student enrollment and achievement on AP tests.	1.2. Student focus group to evaluate motivators for student achievement.
			1.3. High number of students with unexcused absences & out of school suspensions. Students do not perform well on standardized assessments. High number of students transferring to alternate program (GED, night school, alternative school)	1.3. Offer incentives to keep students in attendance, develop peer mentoring program, pyramid of interventions, publicize peer mediation. Offer FCAT tutoring during lunch, Saturday, etc. Target at risk students early to develop interventions.	1.3. Administration, Guidance, DPC, SRO, RTI	1.3. Regular maintenance of at-risk graduation students, absentees and discipline report.	1.3. Student focus group to evaluate motivators for student achievement.
Goal #4: Post-Secondary Readiness Increase student achievement and participation in national post-secondary exams by 2%	19 ACT Avg (2012) 19.4 ACT Avg. goal (2013)		Students not prepared. Many students take ACT/SAT for concordant for FCAT. Many parents and students view ACT as "just another test" PERT exam students were unaware of skills needed for success	Increase ACT/SAT prep opportunities. Senior meetings include ACT/SAT sign up Out reach for parents to understand impact of national exams Student & Teacher lead PERT training	Guidance, Administration, staff, students	Regular evaluation of student sign up and achievement of national exams	Survey students and parents about exam knowledge and information

Continuous Improvement Goals Professional Development

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

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SAT online	All students	Jo Beth Newsome	All students			

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).**			A.1. -Wide range of student ability levels in each classroom. -Data collection with fidelity -Planning time	A.1. Reading comprehension will improve by connecting individual needs to instruction as outlined on IEPs and NGSSS access points In PLCs will discuss progress and reflect on changes Teachers will modify instruction. Monitor progress.	A.1. Who Teachers Principal ESE Specialist How IEP progress reports Walk throughs 1st nine week assessment 2nd nine week assessment 3rd nine week assessment	A.1. Regularly scheduled PLC meetings to monitor progress	A.1. Quarterly progress report based on student data.
Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%	2012 Current Level of Performance:* **92%**	2013 Expected Level of Performance:* **93%**					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment: Percentage of students making Learning Gains in reading.**			B.1. **See A1**	B.1.	B.1.	B.1.	B.1.
Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%	2012 Current Level of Performance:* **6%**	2013 Expected Level of Performance:* **7%**					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking. <u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 76% to 78%	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> **76%**	1.1. -Students have difficulty with the language in reading. -Students have difficulty with notes	1.1. <u>Strategy</u> -Students will comprehend reading by applying reading strategies and note taking skills. <u>Action steps</u> -Teachers will be trained in reading strategies – SQ#R, TACKLE, Vocabulary training. -Teachers will be trained in Cornell notes. - Teachers will share in PLCs on which reading strategies to use. -Teachers will use the reading strategies with their students. -Teachers will train the student how to use Cornell notes. -Students will take Cornell notes. -Students will be given assessments on their reading. - Teachers will analyze students result, reflect on any changes and adjust lessons to assist students learning.	1.1. Who Principal Aps ESOL Resources Teacher How Observations Pop-ins	1.1. Core Teachers PLCs	1.1. CELLA
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1.	2.1. <u>Strategy</u>	2.1. Who	2.1. Core Teachers	2.1. CELLA

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<table>
<tr>
<td>CELLA Goal #D:

The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 19% to 21%</td>
<td>2012 Current Percent of Students Proficient in Reading :

19%</td>
<td>-Students have difficulty with the language in reading.

-Students have difficulty with notes</td>
<td>-Students will comprehend reading by applying reading strategies and note taking skills.

Action steps
-Teachers will be trained in reading strategies – SQ#R, TACKLE, Vocabulary training.
-Teachers will be trained in Cornell notes.
- Teachers will share in PLCs on which reading strategies to use.
-Teachers will use the reading strategies with their students.
-Teachers will train the student how to use Cornell notes.
-Students will take Cornell notes.
-Students will be given assessments on their reading.

- Teachers will analyze students result, reflect on any changes and adjust lessons to assist students learning.</td>
<td>Principal
Aps
ESOL Resources Teacher

How
Observations
Pop-ins</td>
<td>PLCs</td>
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<td>Students write in English at grade level in a manner similar to non-ELL students.</td>
<td></td>
<td>**Anticipated Barrier**</td>
<td>**Strategy**</td>
<td>**Fidelity Check**
Who and how will the fidelity be monitored?</td>
<td>**Strategy Data Check**
How will the evaluation tool data be used to determine the effectiveness of strategy?</td>
<td>**Student Evaluation Tool**</td>
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<td>**E. Students scoring proficient in Writing.**

CELLA Goal #E:

The percentage of students scoring proficient on the 2013 writing section of the CELLA will increase from 43% to 45%</td>
<td>2012 Current Percent of Students Proficient in Writing :

43%</td>
<td>2.1.

-Students have difficulty with the language</td>
<td>2.1.
Strategy
-Students will comprehend reading by applying reading strategies and note taking skills.

Action steps
-Teachers will be trained in reading strategies – SQ3R, TACKLE, Vocabulary training.
-Teachers will be trained in Cornell notes.
- Teachers will share in PLCs on which reading strategies to use.
-Teachers will use the reading strategies with their students.
-Teachers will train the student how to use Cornell notes.
-Students will take Cornell notes.
-Students will be given</td>
<td>2.1.

Who
Principal
Aps
ESOL Resources Teacher

How
Observations
Pop-ins</td>
<td>2.1.

Core Teachers

PLCs</td>
<td>2.1.

CELLA
Writing proficiency test</td>
</tr>
</table>

			assessments on their reading. - Teachers will analyze students result, reflect on any changes and adjust lessons to assist students learning.			
		2.2. -Students have insufficient practice	2.2. Strategy -Students reading scores will improve through regular writing practice <u>Plan</u> English teachers will have a calibration training so that scoring is consistent. -Teachers will work in PLCs to create lessons on writing -Resource teacher will assist teachers with writing strategies. <u>Do</u> -Teachers will give lessons on writing -Students will write -In PLCs teachers will collaborate on students writings and scoring -Teachers will grade students writings and discuss the results with students <u>Reflect</u> -Teachers will analyze students writing <u>Action</u> -Teachers will discuss ways students may improve their writings. -Students will use the teachers suggestions to improve their writing.	2.2. Who Principal Aps ESOL Resources Teacher How Observations Pop-ins	2.2. Core Teachers PLCs	2.2. ELLA Writing proficiency test
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

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F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1. Wide range of student ability levels in each classroom. Data collection with fidelity Lack of appropriate leveled curriculum	F.1. Math skills will improve by connecting individual need to instruction as outlined on IEP, SSS, and Access points Action steps -Teachers will be familiar with each students' IEP goals -Quarterly progress reports will complete utilizing student data -PLCs will implement FCIM by discussing NGSSS access point and classroom applications Teachers will work in PLCs and reflect on changes needed. Teachers will implement changes discussed in PLCs.	F.1. <u>Who</u> Teachers Principal ESE Specialist <u>How</u> PLC Logs Classroom walk throughs IEP Progress Reports 1st,2nd, and 3rd nine week assessment.	F.1. Regularly scheduled PLC meetings to monitor progress by reviewing monitoring data	F.1. Quarterly progress reports based on student data.
Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **92%**	2013 Expected Level of Performance:* **93%**					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1. See goal F1	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* **5%**	2013 Expected Level of Performance:* **6%**					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1. Teachers are at varying skill levels with higher order questioning techniques PLCs need to focus on identifying and writing higher order questions to deliver during the lesson.	1.1. Strategy Students EOC scores will improve through FCIM practice. Action Steps Based on baseline data, PLCs write SMART goals for each grading period. Plan Formative Assessments A and B will be given to determine areas of weakness. PLCs will meet to review the data. Teachers will write higher ordered questions. Do FCIM problems will be given in the form of bell work.	1.1. Who Principal APC Math department head How monitored Classroom walk throughs observing this strategy PLC logs Observation Form	1.1. Teacher Level Teacher reflects on lesson outcomes and uses this knowledge for future instruction Teacher uses result from the Formative to drive future instruction. PLC Level Using individual teacher data PLCs calculate the SMART goal data. PLCs reflect on lesson outcomes and data is used to drive future instruction. Leadership Team Level PLC facilitator/Subject Area leader/Department Heads share SMART Goal data with the Leadership Team Data is used to drive teacher support and students supplemental instruction.	1.1. How Formative Assessments When Twice a year How Semester Exams When Twice a year How Geometry EOC When End of school year
	Geometry Goal H: The percentage of students scoring in the middle or upper third on the 2013 End-of Course Geometry Exam will increase from 44% to 48%	2012 Current Level of Performance:* **44% (503)**	2013 Expected Level of Performance:* **48%**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1. Teachers are at varying	2.1. Strategy Students EOC scores will	2.1. Who Principal	2.1 . Teacher Level Teacher reflects on lesson	2.1. How Formative Assessments

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Geometry Goal I: The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 44% to 46%.	2012 Current Level of Performance:* **44%**	2013 Expected Level of Performance:* **46%**	skill levels with higher order questioning techniques PLCs need to focus on identifying and writing higher order questions to deliver during the lesson <u>Plan</u> Formative Assessments A and B will be given to determine areas of weakness. PLCs will meet to review the data. Teachers will write higher ordered questions. <u>Do</u> FCIM problems will be given in the form of bell work.	improve through FCIM practice. <u>Action Steps</u> Based on baseline data, PLCs write SMART goals for each grading period.	APC Math department head <u>How monitored</u> Classroom walk throughs observing this strategy PLC logs Observation Form	outcomes and uses this knowledge for future instruction Teacher uses result from the Formative to drive future instruction. <u>PLC Level</u> Using individual teacher data PLCs calculate the SMART goal data. PLCs reflect on lesson outcomes and data is used to drive future instruction. <u>Leadership Team Level</u> PLC facilitator/Subject Area leader/Department Heads share SMART Goal data with the Leadership Team Data is used to drive teacher support and students supplemental instruction.	When Twice a year <u>How</u> Semester Exams <u>When</u> Twice a year <u>How</u> Geometry EOC When End of school year
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle <mark>and High</mark> Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1. Wide range of students ability levels in each classroom	J.1. Science skill will improve by correlating SSS and access	J.1. <u>Who</u> Teachers	J.1. Quarterly progress reports based on student data.	J.1.

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Science Goal J: 9 students will score level 4-9 on FAA science	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-Data collection with fidelity -Lack of appropriate leveled curriculum correlated to access points and FAN	points with curriculum	Principal ESE Specialist		
	7	**9**		Action Steps -Quarterly progress reports will be completed utilizing student data -PLCSs will include how to implement SSS, access points and related data in the curriculum. -After implementing, teachers will reflect on changes and adjust lessons accordingly.	How PLC logs Classroom walk throughs Progress reports.		
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology. Biology Goal K: Students enrolled in Biology I and Biology Honors, as well as 9th grade students enrolled in AP Biology will pass the Biology EOC with 70 % efficiency. 2012 Current Level of Performance:* **67% (521)** — 2013 Expected Level of Performance:* **70%**	1.1. Lack of time to discuss Best practices and disaggregate available data.	1.1. Strategy . Biology students will score well on the biology EOC because of the lessons from biology teachers using lessons developed through PLCs. Plan Teachers will work with PLCs to develop lessons on common goals and benchmarks. Do -Teachers will give the Formative Assessment tool from	1.1. Biology Teachers through data from assessments Department Head and administrators through pop-ins to look for the use of strategies. .	1.1. Teacher Level Teacher reflection on lesson effectiveness and use of this reflection to drive future instruction. Teacher use of common Goals and Benchmarks. Teacher use of data collected through online grading systems PLC Level Teachers will work in PLCs and discuss students results and share reflections and steps to improve.	1.1. Use of Formative Assessment tools developed from the county. Use of Mini-Assessments developed by the county. Use of common assessments and quizzes developed by the Biology PLC teachers.

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				the county -Teachers will have lessons developed through the PLCs. -Students will be given the Mini-Assesments developed by the county. -Teachers will reflect on the assessments. -Teachers will continue lessons on the assessments and give quizzes created by the biology teachers.			
			1.2. Lack of time to develop common lessons and common assessments.	1.2. Strategy Teachers monitor data to consistently monitor ongoing progress of students. Mini-lessons and mini-assessments are used to assess student comprehension of Benchmarks	1.2. Formal and informal observations by Administrators and Peer Evaluators. Pop-Ins by Administrators and Department Head.	1.2. Teacher Level Teacher reflection on lesson effectiveness and assessment results. Use of online grading program to consistently monitor results of assessments. PLC Level Teachers work in PLCs and discuss students results and share reflections ant steps for improvement.	1.2.Use of Mini-Assessments and Formative Assessments developed by the county. Use of common assessments and activities developed by Biology PLC teachers.
			1.3. Teachers vary in their skill level to develop ongoing Formative Assessments. Class time is limited and therefore limits use of Formative Assessments on a continuous basis.	1.3. Strategy Teachers strengthen student understanding of Core Curriculum concepts outlined in the EOC Benchmarks by using Formative Assessment strategies throughout the lesson.	1.3. Formal and informal observations by Administrators and Peer Evaluators. Pop-Ins by Administrators and Department Head..	1.3. Teacher Level Teacher reflection on informal lesson assessments. PLC collaboration on use of Formative Assessment strategies. PLC Level Teachers work in PLCs and discuss students results and share reflections ant steps for improvement.	1.3.Student improvement on Summative Assessments. Biology 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
L. Students scoring in upper third in Biology.			2.1. Lack of time to discuss Best practices and disaggregate available data.	2.1.Teachers will use data to determine instructional direction and necessary remediation of the EOC Benchmarks. Data will be evaluated for use during Biology PLC meetings. Differentiated	2.1. Biology teachers will bring data to PLC meetings. Pop-Ins by Department Head and Administrators to look for evidence of	2.1. Teacher Level Teacher reflection on lesson effectiveness and use of this reflection to drive future instruction. Teacher use of common Goals and	2.1. Use of Formative Assessment tools developed from the county. Use of Mini-Assessments developed by the county. Use of common assessments
Biology Goal L: Students enrolled in Biology I,	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Biology Honors, or AP Biology will pass the Biology EOC with 70% efficiency.	**33% (521)**	**35%**		Instruction will be used for remediation of EOC Benchmark mastery.	use of strategies.	Benchmarks. Teacher use of data collected through online grading systems. PLC Level Teachers work in PLCs and discuss students results and share reflections ant steps for improvement.	and quizzes developed by the Biology PLC teachers.
			2.2. Lack of time to develop common lessons and common assessments.	2.2. Teachers monitor data to consistently monitor ongoing progress of students. Mini-lessons and mini-assessments are used to assess student comprehension of Benchmarks.	2.2. Formal and informal observations by Administrators and Peer Evaluators. Pop-Ins by Administrators and Department Head.	2.2. Teacher Level Teacher reflection on lesson effectiveness and assessment results. Use of online grading program to consistently monitor results of assessments. PLC Level Teachers work in PLCs and discuss students results and share reflections ant steps for improvement.	2.2. Use of Mini-Assessments and Formative Assessments developed by the county. Use of common assessments and activities developed by Biology PLC teachers.
			2.3 Teachers vary in their skill level to develop ongoing Formative Assessments. Class time is limited and therefore limits use of Formative Assessments on a continuous basis.	2.3 Teachers strengthen student understanding of Core Curriculum concepts outlined in the EOC Benchmarks by using Formative Assessment strategies throughout the lesson.	2.3 Formal and informal observations by Administrators and Peer Evaluators. Pop-Ins by Administrators and Department Head.	2.3 Teacher Level Teacher reflection on informal lesson assessments. PLC collaboration on use of Formative Assessment strategies. PLC Level Teachers work in PLCs and discuss students results and share reflections ant steps for improvement.	2.3 Student improvement on Summative Assessments. Biology EOC results.

NEW Writing Florida Alternate Assessment Goal

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

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M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1. Wide range of students ability levels in each classroom Data collection with fidelity Planning time	M.1. Writing will improve by connecting individual needs to instruction by as outlined on IEP and NGSSS access points Action steps Teachers will be familiar with each students IEP goals. Quarterly progrsss reports will be completed utilizing student data. PLCs will implement FCIM applications by discussing NGSSS and access points and related data In PLC, teachers will reflect on the results and adjust lessons to accomadate changes neded.	M.1. Who Teachers Principal ESE Specialist How IEP Progress Reporst Walk throughs 1st,2nd and 3rd nine week assessment	M.1. Regularly Scheduled PLC meetings to monitor progress	M.1. Quarterly progress reports based on student data.
Writing Goal M: 7 students scored level 4-9 on FAA writing	2012 Current Level of Performance:* **5**	2013 Expected Level of Performance:* **7**					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Plant City High School will increase enrollment by 10% and STEM class offerings 1 class in 2013.	1.1. Parents are unaware of STEM offerings at PCHS	1.1. Include information at transition open house meetings with middle school students and parents during articulation	1.1. Guidance, STEM teacher, Administration will collaboratively develop informational materials for sharing	1.1. Measure increase ins student sign up during scheduling	1.1. Survey current students and poll future students
	1.2.	1.2.	1.2.	1.2.	1.2.

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		Teachers are not certified or trained in STEM classes	Evaluate teacher certification and suggest Professional development sessions	Evaluate STEM information, attendance and community feedback	Measure increase ins student sign up during scheduling & courses offered	Survey current students and poll future students
		1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: The CTE department will strive to increase the reading capabilities of our students, thereby promoting their ability to become industry certified and career ready	1.1. Students won't want to read a textbook.	1.1. Students will read text books/manuals for 20-30 minutes per week	1.1. Teachers will make a tally sheet of when this was done to be turned into the department head monthly	1.1. Periodic student assessment	1.1. Students keep a log of reading time

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	1.2. Certification doesn't pertain to their desired career	1.2. Students will participate in industry certification programs	1.2. Teachers will make a tally sheet of when this was done to be turned into the department head monthly	1.2. Industry certification	1.2.
	1.3. Students will think content boring	1.3. Student will utilize FCAT reading passages.	1.3. Teachers will make a tally sheet of when this was done to be turned into the department head monthly	1.3. FCAT practice tests	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading	9-12 CTE	CTE teachers	First Mondays of each month	Have additional meetings as needed	Lauren Der	
Industry Ceritification	9-12 CTE	CTE teachers	First Mondays of each month	Have additional meetings as needed	Lauren Der	
FFA/ROTC	9-12 CTE	Ag and ROTC teachers	First Tuesday of each month	Have additional meetings as needed	Lauren Der	

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

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

☒ Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 1.2	Ebooks for Nooks through Barnes and Nobles	480	
Reading Goal 1.2	Walmart Gift cards for Reading Counts Celebration for all students	200	
	SAC Chair pay	750	
Reading Goal 1.2	Headphones and cd players for reading classes from Walmart	1,200	
Continuous Improvement Goals 1.2	Headphones from AVID for AP Spanish classes	540	
Reading Goal 1.2	Science books from Barnes and Nobles	725	
Continuous Improvement Goals 1.1	Camera to take pictures of students for their SAT and ACT applications	140	
Career and Tech. goal #1	AVID trip to UP on bus (Anywhere Tours)	995	
Cont. Improvement 1	French dictionaries through Carlex	121	
Reading Goal 1.2	Scrabble games and dictionaries through walmart	281.46	
Reading Goal 1.2	Reading Count Celebration gift cards and food from Walmart	733.88	
Reading Goal 1.2	Books through Barnes and Noble for basketball team	283.20	

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Final Amount Spent			