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: Jefferson High School	District Name: Hillsborough	School Name:
Principal: Van Ayres	Superintendent: MaryEllen Elia	Principal:
SAC Chair: Carrie Gutierrez	Date of School Board Approval:	SAC Chair:

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	Van Ayers	Masters in Administration and Supervision/Science (6-12) Certification.	1	12	11-12-FCAT Grade = Pending Principal newly appointed to the school April 2012.
Assistant Principal	Bernard Cannon	Educational Leadership/Varying Exceptionalities Cert.	6	6	10-11 FCAT Grade = B; Did not make AYP 11-12-FCAT Grade = Pending
Assistant Principal	Holly Frazier	Masters in Administration and Supervision/Certified for School Principal/ Middle School Social Studies Certification	11	17	10-11 FCAT Grade = B; Did not make AYP 11-12-FCAT Grade = Pending

Assistant Principal	Janice Mazur	Masters in Guidance K-12, Educational Leadership Certification, Mathematics (6-12) Certification, Advanced Placement Qualified	10	5	10-11 FCAT Grade = B; Did not make AYP 1-12-FCAT Grade = Pending
Assistant Principal	Thomas Duncan	Masters in Administration and Supervision/Social Studies (6-12), Advanced Placement Qualifications	8	1	10-11 FCAT Grade = B; Did not make AYP 1-12-FCAT Grade = Pending Newly appointed as an administrator SY 12-13
Assistant Principal	Alina Andux-Villa	Masters in Administration and Supervision/ Cert. Administration K-12, Social Studies 6-12, Career Specialist K-12	10	3	10-11 FCAT Grade = B; Did not make AYP 11-12-FCAT Grade = Pending

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	Judy Schoop	Masters in Reading, Bachelors in English, Cert. in Reading (K-12), English (6-12) Certification	6	6	10-11 FCAT Grade = B; Did not make AYP 11-12-FCAT Grade = Pending
Writing	Diane Loiselle	Bachelors in English, English (6-12) Certification	15	1	10-11 FCAT Grade = B; Did not make AYP 11-12-FCAT Grade = Pending Newly appointed as writing coach SY 12-13

Mathematics	Allyson Vail	Bachelors in Mathematics (6-12) Certification	5	1	10-11 FCAT Grade = B; Did not make AYP 11-12-FCAT Grade = Pending Newly appointed as mathematics coach SY 12-13
ESE	Reba Mckinney	EdD Masters Degree Mathematics (6-12) HOUSSE VE Certification	15	9	Moved from part time ESE specialist to Full-time specialist15

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. Selection of faculty and staff is by committee when ever possible.	Principal, APCs, Department Heads	Procedure used in the hiring of new faculty and staff members for School year 2012-2013	
2. Teachers are included and were included in the selection process as much as they are available.	Principal, APCs, Department Heads	Procedure used in the hiring of new faculty and staff members for School year 2012-2013	
3. Teachers interviewing for teaching positions are asked to show evidence of lesson planning with sample lessons.	Principal, APCs, Department Heads	Procedure used in the hiring of new faculty and staff members for School year 2012-2013	
4.			

Non-Highly Qualified Instructors
List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Canion, Carl	Physical Education 6-12, VE, Earth Space Science	ESE –Access English ½, English 9-12, Science 9-12,	Agreements to Earn in English, Social Studies

		Access Science. Access American Government, Social Studies 9-12, English 9-12, Specialty Designed PE	
McFadden Sakiye	VE	English	English 6-12 Certification, Agreement to earn due December 2012
Velez, Jenise	Theatre	Reading	Reading 6-12 Certification
DeVars, Shawn	English 6-12, Reading Endorsement	English	ESOL
Holden, Elizabeth	VE, ESOL, Mentally Handicapped (K-12), Social Worker (Pre-K-12), SLD (K-12)	Reading	Reading 6-12 Endorsement
Singleton, Michelle	English (6-12)	Reading and English: Semantics and Logic, Advanced Reading, Career and Decision Making	Reading (6-12) endorsement and ESOL
Mattiacci, Lorien *	English 6-12	English, Critical Thinking, Reading	ESOL, Reading
Sweet, Michael	Physics (6-12) – Pending		ESOL, Physics (6-12), ACP
Vazquez, Ivan	Physical Science (6-12) Pending	Physical Science	ESOL Physical Science (6-12), ACP
Martin, Gwen	Earth Space Science (6-12)	Earth Space Science, Physical Science	ESOL, ACP
Gastler, Jennifer	Mathematics (6-12)	Algebra I, Algebra II	ESOL

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

111	4% 4	20% 22	49	29% 31	43% 43	95% 106	10% 11	7% 8	17% 19

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
Christopher Rigolini	Hannah Graziano/Claire Green	District Assignment	Weekly contact and observation
Michael Sweet	Hannah Graziano/Claire Green	District Assignment	Weekly contact and observation
Ivan Vazquez	Hannah Graziano/Claire Green	District Assignment	Weekly contact and observation
John Paradis	ACP - Hannah Graziano/Claire Green	District Assignment	Weekly contact and observation
Daniel Gonzalez	ACP -Hannah Graziano/Claire Green	District Assignment	Weekly contact and observation
Gwen Martin	ACP- Hannah Graziano/Claire Green	District Assignment	Weekly contact and observation
Raymond Fishback	ACP- Hannah Graziano/Claire Green	District Assignment	Weekly contact and observation
Pedro Castrejon	ACP- Hannah Graziano/Claire Green	District Assignment	Weekly contact and observation
Kathy O Neal Michelle Singleton	School TIP Program Internally monitored by the School APC	District TIP Program	Monthly contact

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.

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Jefferson High School Problem-Solving Leadership Team

Principal
  Van Ayres
Teacher/RTI Facilitator
  Jessica Hall
School Psychologist
  Karen Austin
Student Affairs/AP
  Alina Andux-Vila
Reading Coach
  Judy Schoop
School Social Worker
  Roland Chew
Guidance
  Dikeesha Brown
Math
  Allyson Vail
Science
  Alina Mills
Area I MTSS Facilitator
  Dia Davis

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?

Problem Solving Leadership Committee Mission: To use the three tier RTI problem solving model to identify and address the needs of individual and groups of students so they progress towards graduation. The RTI Leadership Team will use a variety of data sources to define and address problems related to instruction or student behavior and will coordinate and monitor school wide, small group and individual intervention efforts that are developed by sub-committees and various PLCs.

School-Wide Goals:

	2011 Baseline	2012 Goal	2012 Actual	2013 Goal
Attendance Rate	92.88	93	92.37	93
# of Students with $\geq$ 10 Unexcused Absences	469	400	588	529
# of Students with $\geq$ 10 Unexcused Tardies			93	84

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# of days In-School Suspensions	1379	1378	1216	1094
# of days Out-of-School Suspensions (ATOSS included)	671	670	567	510
Dropout Rate	1	.9		
Graduation Rate	89.3	90.3		

Committee/Sub-Committee Goals:

The Problem Solving Leadership Committee and subcommittee goals for the 2012-2013 school year are as follows:

1) Update the resource map, so that all intervention initiatives are documented and gaps in available interventions addressed.
2) Use the Early Warning System to identify students at-risk at each grade level.
3) Coordinate/support subcommittee and PLC initiatives to address the needs of "at-risk" students in a systematic way, to ensure effective and efficient procedures and eliminate duplication of efforts.
4) Expand intervention initiatives at Tiers II and III through newly developed teams: Behavior Intervention Team and Specialty Tier III Team.
5) Finalize a systematic intervention process for at-risk students, including a data based, documentation process for progress monitoring.
6) Provide training to all staff concerning intervention/problem-solving documentation.

Where appropriate, plans will include specific goals, tiered interventions, data collection, fidelity and outcome procedures.

Collaboration: The Problem Solving Leadership Team will support the efforts of other school committees including the Behavior Intervention Team, Attendance Committee, Specialty Tier III Team, Bullying Committee, Professional Learning Communities, and administration.

Meetings:

The school-based Problem Solving Leadership Team meets the 1st and 3rd Wednesday of each month for 45 minutes (1:50-2:35). The attendance committee meets the 2nd Wednesday of each month for 45 minutes (1:50-2:35). The behavior intervention team meets the 2nd Wednesday of each month for 45 minutes (1:50-2:35). The Specialty Tier 3 Team meets the 4th Wednesday of each month for 45 minutes (1:50-2:35).

All committees will identify a note taker who will be responsible for taking minutes for the entire school year. Minutes will be posted as appropriate on the MTSS/RTI icon, when available, on internal within 48 hours after a meeting.

Chairpersons, in consultation with Data Consultants, will ensure that relevant data is available and reviewed by committee members.

The Problem Solving Leadership Team will review actions/decisions of subcommittees as appropriate; subcommittee chairs will be responsible for ensuring that information is available to Problem Solving Leadership Team, so that "subcommittee report" can be placed on agenda and strategies can be shared and supported.

All committee members should attend meetings on a regular basis to ensure the inclusion of various perspectives and the continuity in the process of developing

consensus.

Ad hoc members will be invited based on the agenda focus. Ad hoc participant might include a student representative, nurse, coach, teacher, community support professional, student/parent or community representative, Professional Learning Committee Leaders, etc. as well as identified program/department representative, etc.

Each chair will provide a summary report at the end of the year to include a brief listing/summary of the committee's specific problem focus, data reviewed, outcome of problem solving and recommendations.

Problem Solving Leadership Team Responsibilities:
Chairpersons -   facilitate meetings, keep group on task, manage time, set meeting dates and location, develop and publish
        agenda, organize and update records
        Van Ayres
        Jessica Hall
        Karen Austin

Recorder – records and publishes meeting minutes
        Karen Austin

Data Consultants – identifies and presents data
        Karen Austin (behavior)
         Roland Chew (attendance)
        Jessica Hall (early warning system)

School Improvement Team (SIT) Liaisons – facilitates collaboration with SIT
         Van Ayres
         Jessica Hall

RTI Monitor - organizes monitoring of student progress, staff/program
        interventions
         Jessica Hall
Content Consultants and Liaisons – provides clarifying information regarding testing, curriculum, programs, procedures, etc
        Judy Schoop
        Allyson Vail
        Alina Mills
        Dikeesha Brown
        Alina Andux-Villa

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Describe the role of the school-based Problem Solving 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?

   1) The Problem Solving Leadership Team will provide input regarding academic and engagement goals, professional development, organizational structure, progress monitoring and intervention.

   2) Members of the Problem Solving Leadership Team serve as liaisons to the School Improvement Team.

   3) School Advisory Committee members will participate in the RTI problem solving process.

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   1) Describe plan to support MTSS. Support will be provided by the district through the Area I Facilitator.

   2) Administrative participation on PSLT, Attendance committee and Behavior Intervention Team.

   3) Team members will receive training as necessary.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Davis, P. Mattiacci, L., Rossi, A. , Schoop, J. (reading coach), Aldridge, C., Clark, E., Kaack, J., Loiselle, D.(writing coach), Cintron,I., Heilig, P., Hicks, D., Weber, C., Belizaire, R., Balkmon, J., Boyko, P., Bousalis, R., Sohrabi, M., Costa, H., Bennett, A., Booth, S., Henderson, G., Johnson, J., Hall, J., Ayres, V., Mazur, J., Frazier, H.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets once a month after school. The reading coach calls the meeting to order and reviews previous minutes. The team members, assigned an initiative from the LLT Action Plan reports needs, data, progress of their initiative
What will be the major initiatives of the LLT this year? This year's action plan includes building background knowledge, creating cultural awareness and motivating students

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

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*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

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

Core areas have undergone CIS modeling and are incorporating CIS lessons and strategies in lesson plans. Reading coach meets with departments for training and implementation of reading strategies in all core areas. Schoolwide training has taken place in H.O.T.S.
Reading coach is actively in training that takes place during mini faculty meetings.

*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?

- School Magnet program provides Career and Technical Courses with curriculum directly applicable to post- secondary training and post secondary employment.

Partnerships between the school and the Federal Suncoast Credit Union, and the Hillsborough County Court System provide internships with direct application and integration of relationships between subjects and relevance to post- secondary training and the work place.

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

The school magnet program provides students with a direct opportunity to match academic and career interests with a college prep-college readiness program career and technical program.

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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.

AVID Program: Serving 9-12, Certified program. AVID (Advancement Via Individual Determination) is offered as an academic elective course that prepares students for entrance into four-year colleges or universities. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills, test taking, note-taking, and research. AVID students participate in tutorial sessions with college tutors, tour college and university campuses, interact with inspiring guest speakers, develop professional skills and prepare for college admissions (application and financial aid forms, admission essays, letters of recommendations, interviewing skills and resume building). The AVID Program Site Team members will: • Advocate for access to rigorous courses for its students.

- Provide leadership and community service opportunities for its students.
- Help implement the use of Cornell notes schoolwide.
- Help create a college going culture and promote schoolwide college readiness.
- Utilize AVID weekly and or AVID.org resources.
- Attend AVID summer institute and or AVID Path training.
- Provide the staff with training in AVID methodologies.
- Recruit and train highly qualified AVID tutors

Senior Night- All seniors are encouraged to attend senior night, where they receive their senior handbook and the counselors share valuable information about their senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.

Junior Night- Juniors and their parents are given their Junior Handbooks and important information about testing and senior year is shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.

Amazing Race- Students in the magnet program will visit Hillsborough Community College to find out about the programs offered when working towards an Associate of Science degree.

AP Night- Students are talked to about the importance of taking Advanced Placement courses for college admission purposes, and students who have completed AP courses are invited to talk about their experiences.

Ready to Work- Students in 12th grade had the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.

PASOS-This College and Financial Aid Meeting is held at Jefferson and is presented to students and parents in Spanish.

Financial Aid Night- This district financial aid night is held at Jefferson and guides students and parents in filling out the FAFSA and answers various financial aid questions.

College Visits- Various college representatives visit Jefferson to share information about their specific colleges or universities with students.

ASVAB- Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.

Brewster Technical School Field Trip- Students will be given the opportunity to visit Brewster and learn more about the programs offered at this technical school.

USF Senior Access Day- Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.

CollegeEd- Students in 9th grade will be given 6 presentations during the course of the year including information on college preparedness, course selection, learning styles and other topics in order to have these students begin thinking about their postsecondary plans.

Addition of Dual Enrollment courses in English, Mathematics, and Study Skills

Addition of Advanced Placement Physics

Senior Assemblies at the beginning of the School Year for academic focus.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check 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). <u>Reading Goal #1:</u> Enter narrative for the goal in this box. The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 46 to 47.	2012 Current Level of Performance:* **46**	2013 Expected Level of Performance:* **47**	1.1. Teachers who have not been trained in complex text strategies. Training for this strategy is being rolled out in 12-13. -Voluntary Training offered to all content area teachers .Training for CIS strategy is being rolled out this year for science and social studies teachers only	1.1. **Reading Strategy Across all Content Areas** Reading comprehension improves when **students are engaged in grappling with complex text**. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** The CIS model addresses the common core reading strategy above. Teachers will begin to implement, through scaffolding, this model in science and social studies. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans	1.1. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -PLCS turn their logs into administration. -Administration and coaches rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis. Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. EET formal evaluations EET – pop ins EET – formal observations	1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u>. -Data is used to drive teacher support and student supplemental instruction Per the K-12 reading plan, the areas of focus centers on understanding the use of complex text and the use of close reading models, such as the Comprehension Instructional Sequence model	1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks) , intervention checks. Final Exams, FCIMs, and Formatives will provide data for same content areas.
			1.2. Teachers who have not had HOTS training. -HOTS voluntary training- all content area teachers	1.2. **Reading Strategy Across all Content Areas** Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to	1.2. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads	1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students'	1.2 <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention

			understand and use **higher-order, text-dependent questions** (H.O.T.S)at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	How -PLCS turn their logs into administration. -PLCs receive feedback on their logs. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. EET formal evaluations EET – pop ins EET – formal observations -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation	progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction	checks)
			1.3. Teachers who have not been trained in developing close reading lessons. 1.3 Voluntary training on close reading lessons – all content teachers	1.3. **Reading Strategy Across all Content Areas** Teachers need to understand how to **design** and **deliver** a **close reading** lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent	1.3. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLCS turn their logs into administration. -PLCs receive feedback on their logs. Administration shares the positive outcomes	1.3 . Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.	1.3. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

			questions, 3) writing in response to reading and 4) engaging in text-based class discussion. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	observed in PLC meetings on a monthly basis. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. EET formal evaluations EET – pop ins EET – formal observations -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy	PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction.	
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. Reading Goal #2: Enter narrative for the goal in this box. The percentage of students scoring a Level 4 or higher on the 2013 FC The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 22% to 25%	2012 Current Level of Performance:* **22**	2013 Expected Level of Performance:* **25**	2.1. See goals 1and 3	2.1.	2.1.	2.1.	2.1.
			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**

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3. **FCAT 2.0:** Points for students making Learning Gains in reading.			3.1 Teachers who have not had the gradual release training.	3.1 Students' comprehension of course content improves by participating in lessons using the gradual release model. Guiding the lesson through explicit instruction, modeled instruction, guided practice, and independent practice. Action steps: **Action Steps** **Action steps for this strategy are outlined on grade level/content area PLC action plans.**	3.1. Who Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLCs turn their logs into administration. Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. EET formal evaluations EET – pop ins EET – formal observations	3.1. Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their mini assessments in the on-line grading system. -Teachers use the on-line grading system to calculate their students' progress towards the 80% mastery skill. Teachers chart their students' individual progress	3.1. 3x per year - FAIR During the Grading Period - Common mini assessment data (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 62 to 63	2012 Current Level of Performance:* **62**	2013 Expected Level of Performance:* **63**					
			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.			4.1. Tutor's knowledge base of FCAT reading strategies – training for tutors as needed.	4.1. Students' reading comprehension improves when they are tutored in targeted FCAT reading strands that are not at their mastery level Differentiated instruction is part of the curriculum design Systems 44 READ180 for IR 1 students and in the IR 2A READ180 students.	4.1. Who Principal -AP -PLC facilitator and reading coach How PLCs will use data to identify students in need of intervention. The reading coach will create a schedule for the tutor Scholastic program	4.1. -PLCs reflect on lesson outcomes and Systems 44 data used to differentiate instruction and grouping.	4.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks) READ180 SRI test On-going weekly computer generated data
Reading Goal #4: Enter narrative for the goal in this box. Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 64 to 65	2012 Current Level of Performance:* **64**	2013 Expected Level of Performance:* **65**					

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		READ180 Systems 44 will address the individual needs of each 1R-1 student by providing computer-based instruction and small group instruction with the teacher. PLCS turn their logs into administration. Administrative walk-throughs looking for implementation of strategy with fidelity and consistency and tutoring intervention at work. EET formal evaluations EET – pop ins EET – formal observations			
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3	4.3.	4.3.	4.3.	4.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**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: The targets are based on the retrofitted 2011 data and reducing the percent of students NOT at the satisfactory level (not proficient) by half by 2017. Additionally,						

Safe Harbor is still an option. All subgroups with 10 students are reported.							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1 See Goals 1, 3, and 4	5A.1.	5A.1.	5A.1.
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT reading will increase from 61% to 65 %. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 38% to 44%.	2012 Current Level of Performance:* White:61 Black:38 Hispanic:48 Asian:NA American Indian:NA	2013 Expected Level of Performance:* White:65 Black:44 Hispanic:51 Asian: American Indian:					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
			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.	5B.1. See Goals 1, 3, and 4	5B.1.	5B.1.	5B.1.
Reading Goal #5B: Enter narrative for the goal in this box. See goals 1, 3 , 4	2012 Current Level of Performance:* **42**	2013 Expected Level of Performance:* **48**					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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	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.			5C.1.	5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART	5C.1. Who -School based Administrators -ESOL Resource Teachers -PLC Facilitators How PLC logs (with specific ELL information) for like courses/grades.	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	During the Grading Period -Core curriculum end of core common unit/ segment tests
Reading Goal #5C: Enter narrative for the goal in this box. The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 22 % to 30%.	2012 Current Level of Performance:* **22**	2013 Expected Level of Performance:* **30**	-Teachers at varying skill levels regarding the use of CALLA/A+Rise. -Teachers implementation of CALLA/A+Rise is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/A+Rise in order to effectively conduct a CALLA/A+Rise fidelity check walk-through. -DRTs are at varying levels of interpreting district level assessments.			

			goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units using targeted CALLA and A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.				
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**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.			5D.1.	5D.1. See Goals 1, 3, and 4	5D.1.	5D.1.	5D.1.
Reading Goal #5D: Enter narrative for the goal in this box. The percentage of SWD scoring proficient/satisfactory on the 2013	2012 Current Level of Performance:* **18**	2013 Expected Level of Performance:* **26**					

FCAT/FAA Reading will increase from18 % to 26%.							
			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
H.O.T.S. training Higher order thinking skills	9-12	administration	Offered school-wide as voluntary training	10-2011 PLCs on-going	Administration Classroom walkthroughs	administration
CIS training Introduction to CIS	9-12 Social studies	Judy Schoop	social studies department	- Aug 16, prof study day On-going throughout 2012-13	Administration PLC walkthroughs. Discussion on scaffolding CIS to arrive at completed model implementation.	administration
CIS training Introduction to CIS	9-12 Science	Troy Suarez Judy Schoop	Science department	Sept. 2012 On-going throughout 2012-13	Administration PLC walkthroughs. Discussion on scaffolding CIS to arrive at completed model implementation.	administration
Complex text and CCSS	9-12	Judy Schoop Cherie Aldridge	English department Reading department	Aug 16, 2012 prof study day	Administration Classroom walkthroughs	administration

End of Reading Goals

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	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 mathematics (Level 3-5).			**Elementary or Middle School**	1.	-		
Mathematics Goal #1: *Enter narrative for the goal in*							

this box. **NA**			**Mathematics Goals** * When using percentages, include the number of students the percentage represents (e.g., 70% (35)).				
					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**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

this box.							
			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 mathematics. Mathematics Goal #4: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4.1.	4.1.	4.1.	4.1.	4.1.
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**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**

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5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. .							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
Reading Goal #5A: Enter narrative for the goal in this box.	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**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 mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.

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			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 mathematics.							5C.1.
Mathematics Goal #5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**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. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.		5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.		5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics 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:
 	
Enter narrative for the goal in this box.
The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 22% to 27%
	2012 Current Level of Performance:*
	
	22
		2013 Expected Level of Performance:*
		
		27
			1.1.
			- Teachers are at varying skills levels with the FCIM model
			- Teachers' implementation of the FCIM model is not consistent across math classes.
			- There is a lack of understanding of when and how to implement the mini lesson within the district pacing guide.
			- Teachers need additional training to learn how to implement effective PLCs.
			-training will take place during the PLC
				1.1.
				Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested benchmarks through district formatives. (FCIMs are typically done during the first 10 minutes of class.)
				
				Action Steps
				  2. Through data analysis of EOC, baseline data, district formative assessments, classroom assessments and student performance, PLCs will identify essential tested benchmarks for their students that need reinforcement and/or remediation.
				  3. Based on the data, PLCs will develop an 8-day projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum.
				  4. Teachers will use district created FCIM resources to reteach and assess standards identified
					1.1.
					Who
					- Principal
					- Assistant Principals
					- Teachers
					- Math Coach
					- Math Department Head
					
					How
					- PLC logs will be turned into administration and administration will provide feedback.
					- Classroom walkthroughs will observe this strategy.
					- Evidence of strategy will be in teachers' lesson plans seen during administration walkthroughs.
					- PLC calendars/timeline/logs of targeted skills will be reviewed by administration and/or the Math Coach.
						1.1.
						- PLCs will review FCIM mini assessment data. FCIM mini assessment data will be recorded in a course specific PLC database (Excel spreadsheet) by the individual teacher and Math Coach in the Open IDEAS online First Class math community.
						
						- For the FCIM mini assessments, PLCs will chart the increase in the number of students reaching at least 60% mastery on each FCIM mini assessment.
						
						- PLCs will review evaluation data. The PLC facilitator will share data with the Math Coach covered during the nine week period.
							1.1. EOC

				for remediation 5. Online FCIM assessments and formative will be used to increase students' comfort levels with computer-based testing. 6. Teachers will implement the FCIM mini lessons and FCIM mini assessments. 7. Teachers will bring assessment data back to their PLCs. 8. As a Professional Development activity in their PLC's, teachers will use the FCIM mini assessment data and classroom assessments to adjust the timeline/calendar. Based on the FCIM mini assessment data, skills will be moved to a maintenance or re-teaching schedule. 9. As a PLC, teachers will develop a school-based assessment that covers all FCIM mini lesson skills taught within the nine-week period or teachers may choose to use a unit or semester test and identify the specific skills. 10. PLCs will record their work in PLC logs.			
			1.2. Teachers do not regularly incorporate appropriate higher	1.2. Tier 1 – The purpose of this strategy is to strengthen the core	1.2. Who - Teachers	1.2. PLCs will examine student data from Bloom's/Costas questioning	1.2. District Baseline and Mid-Year Testing (2x/year)

		order questioning techniques into daily lessons.	curriculum. Students' math skills will improve through participation in Higher Level Questioning (Blooms' & Costas). As a result, there will be an increased use of higher-level questions versus lower level questions for both teachers and students. Action Steps 1. The school will use the prior year's College Board Rigor form from representative walkthroughs to determine data for A) student use of higher level questions vs. lower level questions and B) teacher use of higher level questions vs. lower level questions. 2. As a professional development activity, PLCs will study Bloom's and Costas level questioning techniques 3. Teachers will implement lesson with Bloom's and Costas level questioning techniques 4. Teachers will assess students by having them create and identify different levels of questions. 5. Teachers will bring student work and/or assessments to PLCs. 6. As a professional development activity, PLCs will use data to discuss	- Math Coach - Math Department Head - Administration Team - College Board How - College Board Rigor walkthrough form (see IDEAS AVID World Icon). - Use the forms to compute percentage of higher level vs. lower level and monitor improvement/ growth. - PSLT will create a walkthrough fidelity monitoring tool that includes all of the SIP strategies. This form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be used every nine weeks.	experiences With teachers, administration will review the College Board Rigor walkthrough form	Semester Exams Benchmark FCIM mini assessments, Unit and/or Segment Assessments, and school-generated nine-week assessments of all mini lesson skills covered during the nine weeks (Throughout the Nine Weeks)

			techniques that were successful. 7. PLCs will records their work in PLC logs. 8. HOTs training will be provided for the site on an early release day (October 1, 2012)			
		1.3. - Limited space and time is available to access technology (i.e. computer labs) - Lack of student exposure and daily use of technology in their home environment - Teachers lack training in hand-on and collaborative learning activities - Procuring a suitable budget for the hiring of extra core teachers for the Extended Learning Program (ELP) to segregate each core course successfully. - Procuring a suitable budget for the hiring of extra core teachers for Saturday EOC study/practice online study sessions - Obtaining a suitable EOC practice software program for the Saturday EOC online practice sessions	1.3. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of technology and hands-on activities. Additionally, students will practice taking online assessments to prepare for online state testing Action Steps - As a professional development activity in their PLCs, teachers will spend time-sharing, researching, teaching, and modeling technology and hands-on strategies from their PLC discussions. - PLC teachers will instruct students using the core curriculum and incorporating strategies from their PLC discussions. - At the end of the instructional unit, teachers will give a common assessment identified from the core curriculum material - Teachers will bring assessment data back to PLCs. - As a professional	1.3. Who - Principal - Assistant Principals - Teachers - Math Coach - Math Department Head - Technology Specialist - Core Teachers How Monitored - PLC logs turned into administration. Administration provides feedback - Classroom walkthroughs observing this strategy - Evidence of the strategy in teachers' lesson plans seen during administrative walkthroughs. - EET formal observations (Admin and Peer/Mentor) - EET informal observations (Admin and Peer/Mentor) - School-based informal walkthrough form, which	1.3. - PLC's will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction - PLC facilitator or Math Coach will share data with the Problem Solving Leadership Team (PSLT). The PSLT will review assessment data for positive trends at a minimum of once per grading period. - As a result of remediation, students grades and content understanding will improve on: Teacher made assessments, EOC similar test items & specific questions, FCIMS & District formative assessments - Core Teachers will reflect on the amount of topic related questions and use them to reassess past lesson instruction as a means of strengthening current and future instruction. - Eleven Saturday study/online practice EOC sessions spread	1.3.EOC similar test items specific questions Teacher made assessments (During the grading period) Semester Exams Benchmark FCIM mini assessments District formatives (2-3 times per year) End of Course Assessment

| | | | development activity, teachers will use data to discuss strategies that were effective.
- Based on data, PLCs will use the problem-solving process to determine the next steps of planning technology and hands-on strategies.
- PLCs will record their work in the PLC logs
- Segregate math ELP into four categories: Geometry, Algebra 1 (with an intense focus on Liberal Arts Math from September thru December), Algebra 2, & Upper Level courses (higher than Algebra 2)

- Implement eleven Saturday Geometry study/ online practice EOC sessions spread throughout the year: Once a month from November thru January & twice a month from February thru May. Practice online EOC sessions once a month from February thru May. | includes the school's SIP strategies.
- Core teachers will facilitate content delivery to provide students remediation during ELP & Saturday sessions
- Administration will conduct walk-throughs to ensure that each study session is content driven during ELP & Saturday sessions | throughout the year: Once a month from November thru January, Twice a month from February thru May, & online EOC sessions once a month from February thru May. | |
| 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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Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1. **See Algebra Goal 1**	2.1.	2.1.	2.1.
Algebra Goal #2: See Alg 1 goal	2012 Current Level of Performance:* **2**	2013 Expected Level of Performance:* **7**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5: The targets are based on the retrofitted 2011 data and reducing the percent of students NOT at the satisfactory level (not proficient) by half by 2017. Additionally, Safe Harbor is still an option. All subgroups with 10 students are reported.							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. **See Algebra Goal 1**	5A.1.	5A.1.	5A.1.
mathematics Goal #5A: Enter narrative for the goal in this box. Target goals met	2012 Current Level of Performance:* White:82goal met Black:48 goal met Hispanic:56 goal met Asian: NA American NA	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:					

	Indian:						
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**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 mathematics.			5B.1.	5B.1. **See Algebra Goal 1**	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Target goal met						
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**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 mathematics.				. **See Algebra Goal 1**			5C.1.
Mathematics Goal #5C: Enter narrative for the goal in this box. The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49	**54**					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

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increase from 49 % to 54%.							
			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. Student with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: Enter narrative for the goal in this box. The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 22% to 30%.	2012 Current Level of Performance:* **22**	2013 Expected Level of Performance:* **30**	5D.1.	**See Algebra Goal 1**	5D.1.	5D.1.	5D.1.
			5D.2.		5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Algebra EOC Goals

Mathematics Professional Development

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
Math End of Course Assessments	Algebra Geometry	Math Coach/Math DH/APC	Liberal Arts Math, Algebra, and Geometry Teachers	Prior to the administration of the test	EOC testing	APC
Analyzing first semester exams	Algebra Geometry	Math Coach/Math DH/APC	Liberal Arts Math, Algebra, and Geometry Teachers	After the administration of the test	PLC logs	APC
Raising the Rigor with H.O.T.s	Grades 9-12	District Academic Math, Reading, and Science Coaches	Math Department PLCs	Monday, October 1, 2012	Administrative walkthroughs to observe H.O.T.s strategies	Principal and Administrative Team
FCIM & Florida Achieves Training	Algebra Geometry	District Academic Math Coach	Math Department PLCs	1.5 extra hours on early release day (Monday, September 17,	Formative assessments FCIM mini assessments	APC

Liberal Arts ESE Math			2012)		

End of Mathematics Goals

Elementary and Middle School Science Goals

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
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: Enter narrative for the goal in this box. NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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: Enter narrative for the goal in this box. **In grade 10, the percentage of sophomores scoring a level 3 or higher will increase from the 2012 level of**	2012 Current Level of Performance:* **87**	2013 Expected Level of Performance:* **90**	1.1. **Adapting to FCAT 2.0's more rigorous scoring standards.**	1.1. **English teachers will follow the district's directive and calendar for frequent writing assessments. They will receive calibration training to ensure uniformity in scoring. Teachers will note trends in areas of weakness and focus instruction on these areas for improvement.**	1.1. **All English teachers in their level PLC's.** • **Writing Coach** • **Dept. Head** • **PLC leaders** • **Administrators** **--PLC meeting logs**	1.1 PLC's: progress monitoring essays and score averages are reviewed to determine the number of students demonstrating proficiency in specific areas of writing through scoring data. PLC leaders will share data with department head and writing coach, who will review	1.1 **Baseline and midyear essays, progress monitoring essays, and semester exam essays.**

87% to 90% in 2013.				English teachers should provide direct instruction in basic expository and persuasive writing, such as focus, organization, support, and conventions.	and Writing Action Plan based on SIP goals turned in to administration. --Classroom walk-throughs to observe writing lessons. --Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. --Student writing portfolios are complete and current.	assessment data for trends at a minimum of once per nine weeks.	
			1.2. Lack of uniform training and experience with employing informal strategies designed to build fluency.	1.2. All English teachers should use SpringBoard, Kagan, and CRISS informal writing strategies, working to integrate them into lesson plans. Teachers are encouraged to attend ongoing trainings in these strategies. Teachers will implement at least one new strategy per week.	1.2. All English teachers in their level PLC's. --During regularly scheduled PLC meetings, teachers should review the district best practices guidelines for ways in which to incorporate informal writing strategies into weekly lessons. --Classroom walk-throughs observing this strategy. --Evidence of strategy in	1.2. English PLC's will continue to incorporate best-practice strategies to provide students additional tools by which to improve fluency and integrate new information in the content areas.	1.2 PLC logs will indicate the incorporation of varied informal writing strategies.

				teachers' lesson plans seen during administration walk-throughs. --Student writing portfolios show evidence of note-taking and prewriting.		
		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
Best-practice strategies for instruction in essay and other formal writing; also, the use of informal writing strategies to improve the students' writing fluency.	**All grades, with a focus on the English department**	**As determined by department and grade-level PLC's.**	**English department and grade-level PLC's, as well as the Writing PLC (which is the same as the Grade 10 PLC).**	**During scheduled PLC meetings, professional development opportunities should be discussed at least once per month and strategy ideas shared within that PLC meeting.**	**PLC members will share best practices with each other on a regular basis during PLC meetings and also informally as colleagues.**	**English department head, PLC level chairs, and the writing coach.**

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance

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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 Attendance Goal #1: Enter narrative for the goal in this box. **For the 2012 school year, the attendance rate will increase from 92.37% to 94%**	2012 Current Attendance Rate:* **92.37** 2012 Current Number of Students with Excessive Absences (10 or more) **588** 2012 Current Number of Students with Excessive Tardies (10 or more) **93**	2013 Expected Attendance Rate:* **94** 2013 Expected Number of Students with Excessive Absences (10 or more) **500** 2013 Expected Number of Students with Excessive Tardies (10 or more) **20**	1.1. Timely reporting of absences by teachers	1.1. Edline, Ed Connect, reporting 5 successive absences	1.1. Attendance clerk	1.1. Used to see which teachers have not turned in attendance	1.1. Reports on demand
			1.2. No academic incentives(exam exemptions)	1.2. Attendance committee with rewards, drivers license suspension for non-attendance	1.2. Attendance clerk	1.2. Number of homerooms above 92.61% attendance rate	1.2. SDHC Mainframe
			1.3. Lack of parental involvement, parental reporting of absences	1.3 Phone calls via parent link, generating ten day later,	1.3 Attendance clerk	1.3. Number of unexcused absences	1.3. SDHC Mainframe

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

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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 Parental Support	1.1.. Prior to assigning disciplinary consequences for offenses such as tardiness a parent conference will be held. RTI will be utilized for more serious offenders	1.1. In the Student Information System (SIS) every parent conference will be documented.	1.1. SIS will tell the rates of suspensions.	1.1. SIS
Suspension Goal #1: Enter narrative for the goal in this box. We will drop the number of suspensions from 1216 in 2011-2012 to 1000 in 2012-2013	2012 Total Number of In –School Suspensions **1216**	2013 Expected Number of In- School Suspensions **1000**					
	2012 Total Number of Students Suspended In-School **518**	2013 Expected Number of Students Suspended In -School **500**					
	2012 Number of Out-of-School Suspensions **567**	2013 Expected Number of Out-of-School Suspensions **500**					
	2012 Total Number of Students Suspended Out- of- School **274**	2013 Expected Number of Students Suspended Out- of-School **250**					
			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

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

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. Parental involvement	1.1. Communicating with parents of at risk students by way of parent conferences	1.1. Administrator, S.I.S	1.1. Graduation rates of at risk students.	1.1. S.I.S.
Enter narrative for the goal in this box. **Graduation rate will be 75%**	<table><tr><td>2012 Current Dropout Rate:*</td><td>2013 Expected Dropout Rate:*</td></tr><tr><td></td><td>**18**</td></tr><tr><td>2012 Current Graduation Rate:*</td><td>2013 Expected Graduation Rate:*</td></tr><tr><td></td><td>**75**</td></tr></table>					
		1.2. Parental lack of awareness of alternative options for children	1.2. Communicating with parents of at risk students by way of parent conferences	1.2. Administrator, S.I.S.	1.2. Graduation rates of at risk students	1.2. SIS
		1.3. Student apathy	1.3. Response to Intervention/By mentoring overage students	1.3. Administrator, S.I.S.	1.3. Graduation rates of at risk students.	1.3.SIS

			who have low GPA's and excessive absences		

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
At Risk Students/PSLT	9-12	PLST	Principal, APSA, School Psychologist, Social Worker, Teacher, Guidance Counselor	Once a month	Data Gathering	PSLT Leader

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	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: Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	1.1.	1.1.	1.1.	1.1.	1.1.
			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**				

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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
2. Parent Involvement Parent Involvement Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	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

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 Student apathy	1.1 High school students will engage in a minimum of two	1.1 Principal, counselors, APC	Student schedules Master schedule	1.1. Student schedules Master schedule

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Health and Fitness Goal #1: Enter narrative for the goal in this box. During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 22% on the Pretest to 32 % on the Posttest. *Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.*	2012 Current Level :* **22**	2013 Expected Level :* **32**		semesters of physical education in grades 9 – 12.			
			1.2 student apathy	**1.2** Health and physical activity initiatives developed and implemented by the Principal's designee.	1.2.H.E.A.R.T.	1.2. H.E.A.R.T team	1.2.**.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health
			1.3 student apathy	**1.3**. Five physical education classes per week for a minimum of two semesters in grades 9-12 with a certified physical education teacher	**1.3** Physical Education Teachers	1.3 Classroom walk-throughs by principal Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health

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

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1. Continuous Improvement Goal			1.1. 1.1. Teachers not putting grades into EDLINE in a timely manner.	1.1. 1.1. Administrators are monitoring teachers for timely entries into EDLINE.	1.1. 1.1. Administrators monitor teachers for EDLINE entries.	1.1. Administrators will be able to determine if teachers are not making EDLINE entries timely. Individual teacher concerns can be addressed.	1.1.2012-2013 Climate and Perception Survey: Parent Communication Results
Continuous Improvement Goal #1: The percentage of parents who believe that parent concerns are not addressed in a timely manner will decrease from 14.5% to 10%..	2012 Current Level :* **2012 current level*** **20 parents**	2013 Expected Level :* **2013 expected level*** **14 parents**					
			1.2. Parent phone calls are not always returned within 24 hours.	1.2. All voicemail accounts are being activated.	1.2. Administrators monitor teacher usage of voicemail and communication with parents via email or phone call	1.2. Administrators will be able to determine if teachers are not accessing Voicemail and email entries. Individual teacher concerns can be addressed.	1.2 2012-2013 Climate and Perception Survey: Parent Communication Results
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology – EDLINE skill development	All Teachers	Allyson Vail, DH/Academic Coach Jamal Guiler, Technology TA	All teachers	Pre-planning (August 2012) Mini Faculty Meetings September 2012, October 2012, January 2013	Administrators monitor EDLINE usage	APC

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: Enter narrative for the goal in this box. NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: Enter narrative for the goal in this box. NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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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. CELLA Goal #C: Enter narrative for the goal in this box. The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 60% to 65%.	2012 Current Percent of Students Proficient in Listening/Speaking: **60**	1.1. -Teachers at varying skill levels regarding the use of CALLA/A+Rise. -Teachers implementation of CALLA/A+Rise is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/A+Rise in order to effectively conduct a CALLA/A+Rise fidelity check walk-through. -DRTs are at varying levels of interpreting district level assessments.	1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy across Reading, Language Arts, Math, Social Studies and Science. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers administer and analyze ELLs performance on common assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole	Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction	-ERTs are on the leadership team to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. -ERTs meet with core content teachers during PLC meetings to review ELL (inclusive of LFs) performance data. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs) PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per Grading Period. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/district-wide baseline and mid-year test).	-FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

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		group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.				
	1.2. 1.3.	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. CELLA Goal #D: Enter narrative for the goal in this box. The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 27% to 32%.	2012 Current Percent of Students Proficient in Reading : **27**	2.1.	2.1.. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.
		2.2. Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	During the Grading Period -Core curriculum end of core common unit/ segment tests

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		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing. CELLA Goal #E: Enter narrative for the goal in this box. The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 41% to 45%.	2012 Current Percent of Students Proficient in Writing : **41**	2.1.	2.1. **See Writing Goal 1.1, 1.2**	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**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**
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9). Mathematics Goal F: Enter narrative for the goal in this box. **NA**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	F.1.	F.1.	F.1.	F.1.	F.1.

		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.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: Enter narrative for the goal in this box. NA	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		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. **See Algebra Goal 1**	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: Enter narrative for the goal in this box.	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					

The percentage of students scoring in the middle or upper thirds on the 2013 Geometry EOC will increase from 51% to 56%	**51**	**56**					
			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.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box. The percentage of students scoring in the upper third on the 2013 Geometry EOC will increase from 18% to 23%	2012 Current Level of Performance:* **18**	2013 Expected Level of Performance:* **23**	**See Algebra Goal 1**				
			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

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check 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.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Enter narrative for the goal in this box. **NA**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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.			1.1. Time constraints and planning for students currently reading below grade level. Difficult to meet with reading coach and biology teachers frequently due to other required meetings and committees that all are assigned.	1.1. Engage in reading and writing by giving students supplementary articles and having students write about them. Focus on continuous improvement model. Weekly biology PLCs	1.1. Principal -AP - /Department Heads County Science Coach-Troy Suarez -Peer and Mentor Evaluators How PLC logs will be reviewed and discussed	1.1. Teachers reflect during weekly PLCs After each assessment, PLCs will ask the following questions: 1. How are we using data to inform our instruction? 2. What barriers to implementation are we facing and how will we address them? 3. To what degree are we	1.1 Common assessments at the end of instructional cycles, district mini assessments and formatives as well as semester exams.
Biology Goal K: Enter narrative for the goal in this box. Students scoring in the middle or upper third (proficient) in	2012 Current Level of Performance:* **64**	2013 Expected Level of Performance:* **66**					

						with Science coach. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	making progress towards our SMART goal? 4. Are there skills that need to be re-taught in a whole lesson to the entire class? 5. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught to targeted students?	
		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**
L. Students scoring in upper third in Biology. Biology Goal L: Enter narrative for the goal in this box. Students scoring in the upper third in biology will increase 2 percentage points.	2012 Current Level of Performance:* **30**	2013 Expected Level of Performance:* **32**	2.1. Low reading levels of students make it difficult for students to comprehend high level questions and required reading levels to be successful on the EOC.		2.1. Weekly PLCs, work with our STARR coach to devise strategies to improve reading comprehension. Work with our reading coach to develop strategies to improve reading comprehension.	2.1. Principal -AP - /Department Heads County Science coach – Troy Suarez -Peer and Mentor Evaluators How PLC logs will be reviewed and discussed with Science coach. Evidence of strategy in teachers' lesson	2.1. Teachers reflect during weekly PLCs After each assessment, PLCs will ask the following questions: 1. How are we using data to inform our instruction? 2. What barriers to implementation are we facing and how will we address them? 3. To what degree are we making progress towards our SMART goal? 4. Are there skills that need to be re-taught in a whole lesson	2.1 . Common assessments at the end of instructional cycles, district mini assessments and formatives as well as semester exams.

				plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	to the entire class? 5. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught to targeted students?	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** 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**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: Enter narrative for the goal in this box. **NA**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: Enter narrative for the goal in this box. Structure instruction to help students learn a few major concepts/principles well and in-depth. STEM GOAL #2: Structure instruction to help students retain what they learn over the long term.	1.1. Time, knowledge and resources to work with other departments.	1.1. Teaching problem solving and strategy writing (ex. identify principle/concept, justify why it is applied to the context, and how you would apply it)	1.1. Classroom teachers will assess student's mastery and discuss strategy use during monthly PLC.	1.1. PLC will share and discuss student work to determine adjustments needed in teaching strategies.	1.1. Students will verbalize and reflect during discussion and in writing on the "big ideas".
	1.2. Developing assessments to test the depth of students' conceptual understanding.	1.2. Teach students content connections to other subjects.	1.1. Classroom teachers will assess student's mastery and discuss strategy use during monthly PLC.	1.1. PLC will share and discuss student work to determine adjustments needed in teaching strategies.	1.1. Students will verbalize and reflect during discussion and in writing on the "big ideas".
	1.3. Developing lessons that facilitate transfer.	1.3 Teach students content connections to other subjects..	1.3 Classroom teachers will assess student's mastery and discuss strategy use during monthly PLC.	1.3 PLC will share and discuss student work to determine adjustments needed in teaching strategies.	1.3. Students will verbalize and reflect during discussion and in writing on the "big ideas".

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
PLC Focus	All 9-12	Per subject	All science classes 9-12	Dec 2012, May 2013-	PLC logs	

				PLC's will meet monthly.		

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: Enter narrative for the goal in this box. Jefferson High School CTE programs will represent the top 25% of schools earning industry certification in all program areas.	1.1. Timeline for students to complete 3 industry certifications in Microsoft Office with a school calendar year. Testing calendar conflicts may require usage of computer labs, which may interfere with industry certification testing (mid-spring through May 2013).	1.1. Increase the participation of CTE teachers in data driven analysis workshops (both school and district) in order to provide lessons that are data driven. (middle and high)	1.1. DH, District Supv., APC	1.1. Log data every grading period (4x per year)	1.1. Industry certification documentation by subject/by instructor
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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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
Teachers will seek updated industry certification from Office 2007 to Office 2010	9-12		All BME Teachers	Ongoing (By May 2013)		BME Supv. And Dept. Head

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the 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

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Reading Goal # 5C, strategy # 1 CTE Goal # 1, strategy # 1	Adobe Photoshop	1,005.00	1,005.00
Reading Goal #1 , strategy # 1	Set of novels (26) Winner Take All: China's Race for Resources and What It Means for the World	411.58	411.58
Attendance Goal #1, strategy 1.2	Bus transportation to August Wilson play	500.00	500.00
Alg 1 Goal # 1, strategy # 1	EOC calculators	1,200.00	1,200.00
Reading Goal # 1, strategy # 1	Photo supplies	243.00	243.00
Dropout prevention Goal #1 , strategy 1.3	Anti-bullying posters, stickers, buttons	530.00	530.00
Alg 1 Goal # 1, strategy # 1	Subscription to USA Test Prep EOC	500.00	500.00
Final Amount Spent44			4,389.58