

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Simmons Career Center (SCC), Simmons Exceptional Center (SEC), Teen Parent East (TPE)	District Name: Hillsborough
Principal: Sundy Chazares	Superintendent: MaryEllen Elia
SAC Chair: Danielle Baker	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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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	Sundy Chazares	M Ed Leadership BA – Art k-12	3	13	
Assistant Principal	Elizabeth Ohm	EdS – Ed Leadership	9	18	

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	Elaine Coulson	English 5-9 Psychology Reading Endorsement	5	5	Site 0371: Career Center is Non-graded.

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
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			(If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012 & June 2013	
2. Performance Pay	General Director of Federal Programs	September 2013 for 2012-2013 school year.	
3. On-site Mentoring Program	APC/ESE specialist	Ongoing	
4. Building Professional Relationship	Mgmt Team: FISH (Brianna Trout, Venesia Carter)	Ongoing	
5. Higher Order Thinking Book Study	All	January 7, 2013	
6. Leadership Team	Ms. Baker, Ms. Grover, Mrs. Simpson, Mr. Steffen, Mrs. Kunz	2012-2013	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
SCC – 3 SE C– 2 TPE - 2	Teachers have signed agreements to earn and are enrolled in courses to obtain certifications required to be highly qualified in the subjects they are teaching. Drake, Simpson, Jean, Grover, Lucas-Hill: Reading/ESOL Grover – Soc. Sci. Calderon, Piasecki – Autism End. Teachers are also being provided with on-site mentors (e.g. Principal, APC, ESE specialist, department chairs, EET), PLCs, TIP classes to assimilate and as applicable.

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	First-Year Teachers	Teachers with 1-5 Years of Experience	Teachers with 6-14 Years of Experience	Teachers with 15+ Years of Experience	Teachers with Advanced Degrees	Highly Qualified Teachers	Reading Endorsed Teachers	National Board Certified Teachers	ESOL Endorsed Teachers
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SCC: 21	2	9	4	6	6		3	1	4
SEC: 13	0	0	6	7	10		4	0	6
TPE: 2	0	1	0	1	0		0	0	0
Totals: 36	2	10	10	14	16		7	1	10

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
To be added when/if EET assigns any mentors. No assignments as of 10/19/12.			

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

School-Based MTSS/Rti Team
Identify the school-based MTSS Leadership Team: Principal, APC, school psychologist, guidance counselors, reading coach , SAC chair, Teen Parent academic teacher, Business Tech (CTE) teacher, Excel teacher.

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

Simmons students have not been successful in a traditional setting. The Simmons RTI team uses collaboration and a Problem Solving Leadership Team to address the unique challenges each of our students bring. Data is derived from observation, anecdotal records, teacher/therapist data, and test scores (individualized as well as group administered tests).

The Problem Solving Leadership Team and Professional Learning Community meet at least once a month (due to the small number of staff members, these two teams often overlap in members). The areas addressed are as follows:

- **Determine curriculum and scheduling needs**
- **Address core curriculum needs**
- **Review student data**
- **Identify professional development needs**
- **Follow up with student progression in academics**
- **Review SWD students and their needs**
- **Provide cross faculty support (ESE teachers work with CTE staff, etc.)**
- **Perform needs assessments for various concerns**

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

- **SAC Chair, Teen Parent academic teacher, Business Tech (CTE) teacher, Excel teacher are members of the Problem Solving Leadership Team**
- **The entire faculty and staff have been involved with the School Improvement Plan for the past eight years.**
- **The School Improvement Plan helps drive the direction of the Problem Solving Leadership Team.**

MTSS Implementation

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

Describe the plan to train staff on MTSS.

- **The RTI power point presented to principals during SIP training has been shared with staff.**
- **Will attend staff development courses as they become available.**
- **Professional Development sessions will occur during Tuesday faculty meetings and the second early release day of the month.**

Describe plan to support MTSS.

Bi-weekly meetings. Share, comment, review instructional practices. Come up with training and other support, with student goals in mind. Schedule professional development. Looking into PLC and prepare for transition into PARCC. Since our faculty is not big enough to have department heads, I will ask teachers to attend the district meetings specially the core subjects to keep up with the district changes, expectation and academic trends.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

Reading Endorsed Teachers, Counselors, Language Arts Teachers, CTE Teachers, and Reading Coach

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

Simmons LLT's will function as a needs assessment team and will meet bi-weekly to review progress monitoring data and to identify the instructional modifications that are needed to increase student achievement.

When assessments have been given, data analysis occurs at the next LLT meeting. Data is examined and discussed at each of the LLT meetings to plan effective teaching strategies that will ensure benchmark mastery within the regular classroom. Minutes from LLT meetings are given to the APC.

Simmons Reading coach who will serve as lead LLT facilitator will also be part of the school's Problem Solving Leadership Team that meets bi-weekly.

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

The major initiative of the LLT for this year will be to identify and implement core and supplemental reading strategies that will help improve the reading skills among struggling readers, which aligns with this year's SIP reading goal.

This year's LLT initiative also includes a focus on increasing the amount of time students spend reading through strategies that include vocabulary building, language enrichment and school wide read time.

***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.

Simmons teachers currently attend district Project CRISS Level 1 trainings offered throughout the year. The Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the Reading Coach is an integral member guiding the data review, creation of an action plan, progress monitoring of the plan, and evaluation of the plan each school year.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student need. PLC's are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars and re-teach lessons based on the ongoing collection of student data. Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

***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?

The entire Career Center uses the Career Academy philosophy. Each student chooses a career/technical interest. For half of each day, the student is

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educated in the career/technical field and the other half of the day the student attends academic classes. In keeping with the philosophy of a Career Academy, a symbiotic relationship between academics and career must co-exist.

PLC's are also utilized in career classes for sharing best practices.

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?

To graduate under the GED Exit Option, students enrolled in the Career Center must be enrolled in high school credit courses. Students must also pass (10th grade) FCAT Reading and Math or Concordant and pass the GED.

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](#).

Our guidance counselors are equipped with programs of study to help guide students to their educational pathways. The Career Center program maps out the courses and timeline for students to be program completers and successfully transition to post-secondary institutions. Hillsborough county provides a variety of opportunities for students to learn about prospects at post-secondary institutions through programs such as:

- Career Pathways- Provides students an opportunity to explore the different programs of study offered on area campuses of Hillsborough Community College**
- Amazing Race- Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshman.**
- Hi-Tech- Provides students with an opportunity to explore Hillsborough County's post-secondary centers for enrollment and program opportunities.**
- Hi-Tech (ESE)- Provides ESE students with an opportunity to explore Hillsborough County's post-secondary centers for enrollment, program opportunities and job shadowing experiences.**

Counselors guide and encourage students to attend and complete the Saturday ACT Prep classes and take the test. Students are also encouraged to utilize Academic Support Time that is offered five times per week (every day) during school hours.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. TABE: Passing score is 10.0 in Reading on the D level.</p>	<p>1.1. Poor academic foundation and low reading skills. The majority of the students entering our Career Center are low level 1 proficient in Reading.</p>	<p>1. <i>Students reading comprehension improves when students are engaged in grappling with complex texts across the curriculum</i></p> <p>Action Steps: Introduce to teachers #1 and #10 Anchor Standards for Reading</p> <p>Provide PD for teachers on text complexity</p> <ul style="list-style-type: none"> • What it means • Why • How to determine 	<p>1. Administrators, Lead teachers, Reading Coach</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>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> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the</p>	<p>1.1. PD Calendar Coaching Cycle Notes</p> <p>Coaching Calendar Teacher reflections Classroom observations of students working with text Student samples</p> <p><u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
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		<p>levels of complexity</p> <p>Demonstrate how the Common Core Standards and Text Complexity translates into classroom instruction:</p> <ul style="list-style-type: none"> • Focus on knowledge • Create connections with what is learned • Increase the volume of reading • Build reading stamina • Iden 		<p>Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>			
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		tify bench marks					
Reading Goal #1: 80% of our students will move up 1 level in Reading on either M, D, or A level TABE	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Varied starting points for each student. Housed in student portfolios.	1 grade level increase in starting point from Sept. 2012 to June 2013.					

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		<p>1.2 Poor academic foundation and low reading skills. The majority of the students entering our Career Center are low level 1 proficient in Reading.</p>	<p><i>Student achievement improves through teachers' collaboration with the reading coaches in all content areas.</i></p> <p>Action Steps: The reading coach conducts one-by-one data chats with individual teachers using the teacher's student past and/or present data.</p> <p>Administration and reading coach will review school-wide data on an ongoing basis in order to identify instructional needs.</p> <p>Communicate school-wide data to PLC's and facilitate problem-solving within the</p>	<p>2. Administrators, Lead teachers, Reading Coach</p>	<p>1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.2. Data Chat Reports, Coach calendars, Coaching Cycle reports</p> <p><u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
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			content/grade Facilitate lesson planning that embeds literacy strategies and benchmarks that support the implementation of high quality instructional practices. Identify students at risk. Share information with students' teachers				
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		<p>1.3. Poor academic foundation and low reading skills. The majority of the students entering our Career Center are low level 1 proficient in Reading.</p>	<p>1.3. Student's reading achievement will increase when Social Studies, Science, CTE, and Fine Arts teachers are trained and implement the (CIS) Comprehension Instructional Sequence model of instruction which increases the rigor of learning from texts.</p> <p>Action Steps: Demonstration Lessons are to be conducted by the reading coach</p> <p>Model lessons in the content area will include support on the essential steps of the CIS model.</p> <ul style="list-style-type: none"> ● Text marking ● Read and say something ● Directed 	<p>3. Administrators, Lead teachers, Reading Coach</p>	<p>1.3 <u>Teacher Level</u> -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. <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</p>	<p>1.3. Demonstration Calendar Teacher reflection</p> <p>Teacher reflection notes Coaching calendar Student Work samples CIS Lesson Plans PLC logs reflecting discussion on CIS (Comprehension Instructional Sequence) Model</p> <p><u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
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			<p>note-taking</p> <ul style="list-style-type: none"> • Writing strategies after reading 		<p>progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Lead teachers shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	Student Evaluation Tool		

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.</p>	<p>1.1 Poor academic foundation and low reading skills. The majority of the students entering our Career Center are low level 1 proficient in Reading.</p>	<p>We will utilize strategies 1.1, 1.2 and 1.3 (Please above)</p>	<p>We will have the Fidelity checks by the people above with the bulk of the checks done by the school's leadership team.</p>	<p>The Strategy Data Check will paved the way for us to visualize and capture student gains. It will also enable us to make adjustment/changes to our overall academic approach .</p>	<p>TABE, FAIR, ACT, CELLA, FCAT, teacher individual assessments</p>		
<p><u>Reading Goal #5:</u> During the 2011-2012 school year 28 students made gains. During the 2012-2013 school year the goal is 34 students.</p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		

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<p><u>Reading Goal #5A:</u> During the 2011-2012 school year 28 students made gains. During the 2012-2013 school year the goal is 34 students.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<p><u>Reading Goal #5B:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	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.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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						
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<p>(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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Higher Order Thinking Book Study</p>	<p>All</p>	<p>David Steffen, Jennifer Grover, Mindy Edgeman</p>	<p>All sites by volunteer. ESE separate from Career Center. Mixed-content groups.</p>	<p>10/22/12-1/7/2013</p>	<p>Reflections and presentations materials collected by administration after final meeting.</p>	<p>APC</p>
<p>PLC</p>	<p>Reading teachers</p>	<p>Danielle Baker, Jennifer Grover</p>	<p>Reading teachers</p>	<p>May 2013</p>	<p>PLC meeting notes</p>	<p>Principal</p>

End of Reading Goals

High School Mathematics Goals

<p>High School Mathematics Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
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	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 the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:							
<p>1. TABE: Passing score is 10.0 Total Math on the D level.</p>	<p>1.1. Poor academic foundation and low math skills. The majority of the students entering our Career Center are low level 1 proficient in Math and have chronic attendance issues.</p>	<p>1.1. Entire staff creates an enjoyable environment of structure in which students want to attend school. E.g. call home when students is absent to inquire, reach out to parents to get students to school, make sure buses are being accountable.</p>	<p>1.1. Excessive absence report run bi-monthly to find excessive absences by APC or Principal.</p>	<p>1.1. Number of absences for students should decrease monthly.</p>	<p>1.1. TABE scores June 2013.</p>		

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<p><u>Mathematics Goal #1:</u> 60% of our students will move up 1 level in Math on either M, D, or A level TABE.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Varied starting points for each student. Housed in student portfolios.</p>	<p>1 grade level increase in starting point from Sept. 2012 to June 2013.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Math Goal #5:</u></p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		

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<p>Mathematics Goal #5A:</p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<p>Mathematics Goal #5B:</p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		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.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Mathematics Professional Development

Professional						
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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking Book Study	All	David Steffen, Jennifer Grover, Mindy Edgeman	All sites by volunteer. ESE separate from Career Center. Mixed-content groups.	10/22/12-1/7/2013	Reflections and presentations materials collected by administration after final meeting.	APC
PLC	Math teachers	Shelly Kunz	Math teachers	May 2013	PLC meeting notes	Principal

End of Mathematics Goals

Site 4002; ESE Academic Goals

Academic Goals	Problem-Solving Process to Increase Student Achieveme						

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	nt						
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. Assessment: varies for K-12.	1.1. Poor attitude, low motivation, lack of parental support, students not wanting to be here because of the SEC misconception.	1.1. Further enhance the positive student behavior plan. We have created the 4H club for the SEC, enhance the Fun Friday activities, and continue to participate in all available extracurricular activities that will encourage students to be in school and continue to work towards Level 5 so that they can return to their home school	1.1. ESE specialist, APC and Principal along with the Leadership Team	1.1. It will provide us with a clear picture on the SEC students academic needs and remedial areas. It will then push for us to make decisions to provide the support necessary to meet the academic needs of our SEC students	1.1. FAA, FCAT, FAIR and teacher made tests		

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<p>Goal #1: 10% of students will make gains on either the FCAT, FAA, FAIR and other county assessments.</p> <p>5% of students will pass their specific EOC.</p> <p>We will provide tutoring to students that will transition and students who are struggling academically and behaviorally.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Varied starting points for each student. Housed in student portfolios.</p>						
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	1.1. Students out for illness or family emergencies not turning in the proper paperwork.	1.1. Students should be taking a leave of absence with doctor’s notes and administrative assistants will facilitate communication and receive documentation to work with data processor on keeping accurate records.	1.1. Reports to be monitored by APC on a bi-monthly basis.	1.1. Principal will determine if accountability is evident in following through with the process.	1.1. End of term report.		

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<u>Attendance Goal #1:</u> Simmons students will strive to reach the 90% overall student attendance in all three sites (Simmons Career 0371, Simmons Exceptional Center 4002 and Teen Parent East 4334).	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	SCC- 84% SE- 85% TPE- 91%	All – 90%					
	<u>2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)</u>					
	SCC- 14 SE- 5 TPE- 1	All – 0 to 5					
	<u>2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more)</u>					
	SCC- 2 SE- 0 TPE- 0	All – 0 to 5					

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		1.2. Withdrawn students not completing paperwork in a timely fashion.	1.2. Administrative assistants will facilitate communication and receive documentation to work with data processor on keeping accurate records.	1.2. Reports to be monitored by APC on a bi-monthly basis.	1.2. Principal will determine if accountability is evident in following through with the process.	1.2. End of term reports.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Attendance Committee	All	Elizabeth Ohm	School staff who volunteered	May 2013	PLC meeting notes	APC and Principal

End of Attendance Goals

Suspension Goal(s)

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 Rule 6A-1.099811
 Revised July, 2012

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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. Student misconceptions about being out of school and lack of parental support.	1.1. We will not use ISS because the name itself sounds punitive. We will utilize Academic Support Time (AST) and provide academic support with the intent of truly giving students the opportunity to work on academics and doing away with the notion that they are being punished.	1.1. APC, ESE Specialist and Principal	1.1. We will examine the correlation between the reduction of suspensions and our academic student gains. The SEC school environment should yield a positive academic setting and welcoming place where learning takes place.	1.1. Quaterly and end of the year report.		
Suspension Goal #1: During the 2012-2013 school year, the percentage students suspended will decrease by 10%	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	33 – SCC 17 – SEC 2 - TPE	10% less than 2011-2012					

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	175 – SCC 78 – SEC 2 - TPE	10% less than 2011-2012					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	48 – SCC 61 – SEC 0 - TPE	10% less than 2011-2012					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	109 - all	10% less than 2011-2012					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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 <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		

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Enter narrative for the goal in this box.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

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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		
<p>1. Parent Involvement <u>Parent Involvement Goal #1:</u></p>	<p>1.1. Parents not making it a point to get involved with school because they cannot get off work, don't have transportation, don't feel that they can contribute and in some cases do not really want to get involved with their children's education</p>	<p>1.1. Send ParenLink reminders, offer spaghetti dinners during Conference Night along with gift certificates. Do recognitions on morning school's morning show and newsletters going out to the community</p>	<p>1.1. Leadership team, APC and Principal</p>	<p>1.1. Compare the documentation on a quarterly basis, review sign in sheets and really look at the contributions and suggestions being made in writing and via telephone conversations.</p>	<p>1.1. Quaterly logs and end of the year documentation.</p>		

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<p>Get more parents involved with School Improvement Plan, surveys, school activities and increase attendance at our Parent Conference Nights (4 times a year plus open house)</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p>operational</p>	<p>Evidence</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Parent Involvement Goal(s)</p>	<p>Problem-solving Process to Parent Involvement</p>						
<p>Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>2. Parent Involvement <u>Parent Involvement Goal #2:</u></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		

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Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		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)

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Reading.	1.1. Multiple levels in same class periods.	1.1. Differentiate instruction by using centers to address the different levels and needs.	1.1. Meeting notes and agenda from PLC with reading/ESOL certified teachers.	1.1. TABE testing in June 2013 should reflect a gain to meet our goal.	1.1. TABE scores June 2013.	
<u>CELLA Goal #C:</u> 25% of ELL students will improve by 1 grade level as measured by the TABE test.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	LYA – 2 LYB – 23 LYC -19 Total: 44					

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		1.2.	1.2. Use aides (ESE and Bilingual) to assist in class.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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
<p><u>STEM Goal #1:</u></p> <p>Based on TABE scores, Math Computation is our highest area of need in Mathematics. Our average based on the Sep 2012 testing is a 4.8 (across M, D, and A levels). We aim to increase this by 1 year.</p>	1.1. Lack of motivation to learn.	1.1. Through PLCs technical teachers will learn how to read data and discuss strategies for reinforcing low level math skills without calculators in class.	1.1. Through cross-content PLCs.	1.1. TABE testing in June 2012 should reflect a gain to meet our goal.	1.1. TABE scores June 2013.
	1.2. To overcome perception of age-appropriate skills.	1.2. Work with Math teachers on strategies/ lesson planning.	1.2. PLC meeting notes and attendance.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with						
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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
Mixed-content PLC	All	David Steffen, Jennifer Grover, Laurel Simpson, Danielle Baker	all	Once per month	PLC meeting minutes to be provided to Mr. C.	Principal

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

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<p><u>CTE Goal #1:</u></p> <p><u>Agriculture:</u> 4 students will complete the FNGLA (Florida Nurserymen, Grower, and Landscapers Assoc.) certification with measurable support from the CTE supervisor.</p> <p>12 students will complete their OSHA.</p> <p>40% of students will participate in CTSO (FFA).</p> <p><u>Construction:</u> 90% of students will advance at least 1 course level (BCT 1 to BCT 2, or BCT 2 to BCT 3). Will begin working to implement NCCER Carpentry 1 certification for this year's group of students with measurable support from the CTE supervisor.</p> <p>60% of students will complete the OSHA.</p> <p><u>Culinary Arts:</u> 22 students will be certified in Safe Staff. 3 students will be certified in ProStart with measurable support from the CTE supervisor.</p> <p><u>Business Technology:</u> On average 80.5% of all students will achieve certification in one of the 11 certifications business technology offers.</p> <p><u>JROTC:</u> 60% of all students will move from LET 1 to LET 2 with measurable support from the CTE supervisor.</p>	<p>I.1.</p>	<p>I.1.</p>	<p>I.1.</p>	<p>I.1.</p>	<p>I.1.</p>
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<p>Students will participate in the Raider Competition and at least 4 color guard events including Graduation.</p> <p>Health Science: 9 students will complete Health Science 3 (including clinical). 9 students will site for the CNA certification with measurable support from the CTE supervisor.</p> <p>Students will participate in at least 4 events relating to Health Science/CNA.</p>					
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

<p>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.</p>						
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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Higher Order Thinking Book Study	All	David Steffen, Jennifer Grover, Mindy Edgeman	All sites by volunteer. ESE separate from Career Center. Mixed-content groups.	10/22/12-1/7/2013	Reflections and presentations materials collected by administration after final meeting.	APC
PLC	All CTE teachers	David Steffen	All CTE teachers	May 2013	PLC meeting notes	Principal

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

If No, describe the measures being taken to comply with SAC requirements.
Through conference night meeting with parents, we encourage our teachers and staff to invite parents to be part of our School Improvement Committee. Also, the student council events which bring parents on campus are good mediums through which to invite parents and community members to join our SAC.

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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Final Amount Spent			