

Florida Department of Education

REVISED 01/17/13



School Improvement Plan (SIP) 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: East Bay High School	District Name: Hillsborough
Principal: Maria Gsell	Superintendent: Mary Ellen Elia
SAC Chair: Jeannette Teeden	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/	Number of Years at Current School	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest
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		Certification(s)		Administrator	25%), and AMO progress along with the associated school year)
Principal	Maria Gsell	M. Ed. Leadership	1	6	10/11: B 09/10: B
Assistant Principal	Kellie Norton	M. Ed. Leadership	1	12	11/12: N/A 10/11: B 84% of BQ made gains in Reading 09/10: B
Assistant Principal	Nishira Myers	M. Ed. Leadership	3	1	11/12:N/A- 60% of BQ made gains in Reading 10/11: B- 29% of BQ made gains in Reading, 09/10: A- 50% of BQ made gains in Reading, 72% of criteria met toward AYP
Assistant Principal	Marcus Beard	M. Ed. Leadership	11	2	11/12:N/A- 60% of BQ made gains in Reading 10/11: B- 29% of BQ made gains in Reading, 09/10: A- 50% of BQ made gains in Reading, 72% of criteria met toward AYP

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)
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Reading	Jeannette Teeden	B.S. Psychology M.Ed. Curriculum & Instruction- Reading/ Literacy Reading Endorsement/ ESOL K-12	4	4	11/12:N/A- 60% of BQ made gains in Reading 10/11: B- 29% of BQ made gains in Reading, 09/10: A- 50% of BQ made gains in Reading, 72% of criteria met toward AYP
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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	Principal	Summer	
2. Performance Pay	Principal	On-going	
3.			
4.			

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Ashley Clark	Rdg. Endorsement
Mathew Kirchmyer	ESOL Endorsement Rdg. Endorsement
Vincent Lane	Chemistry
Lauren Miley	Rdg. Endorsement ESOL Endorsement

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Jaime Mueller	English Certification
	ESOL Endorsement
Paul Oggero	Physics Certification
Tyler Schuerman	Math 6-12 Certification

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 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
131	8% (10)	24% (32)	41% (54)	27% (35)	32% (42)	94% (123)	10% (13)	4% (5)	16% (21)

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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

School-Based MTSS/Rtl Team
<p>Identify the school-based MTSS Leadership Team.</p> <p>Identify the school-based Rtl Leadership Team.</p> <ul style="list-style-type: none"> ● Maria Gsell-Principal ● Kellie Norton- Assistant Principal for Curriculum ● Nishira Myers- Assistant Principal ● Jeannette Teeden- Reading Coach ● Lucinda Thompson- Reading Department Head ● - School Psychologist ● Shelly LaPenna- ELL Specialist ● Terena Conson- ESE Specialist ● Casey Appleby- ESE Reading 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?
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?
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.
Describe the plan to train staff on MTSS.
Describe plan to support MTSS.

Literacy Leadership Team (LLT)

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

- Maria Gsell-Principal
- Kellie Norton- Assistant Principal for Curriculum
- Jeannette Teeden- Reading Coach
- Lucinda Thompson- Reading Department Head
- CiCi Yates, Lee Vohdin, Mallory Malcolm, Bonnie Harris, Karmen Thomas, Rebecca Wickham and Aubrie Orr- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
- Mary Yaple- AVID Coordinator
- Casey Appleby- ESE Reading Teacher

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

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- Implementation and evaluation of the SIP reading strategies across the **content areas**.
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)

NCLB Public School Choice

- **Supplemental Educational Services (SES) Notification**

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

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

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered by the district with follow up at the school site provided by the reading coach.

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science and language arts) Project CRISS follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

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A 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. The RLT has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

***High Schools Only**

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

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

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

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

East Bay High School will annually hold elective fairs with present and incoming students. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will

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then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. Guidance Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Analysis of High School Feedback Report

East Bay High School has reflected over our *High School Feedback Report* Trends for the last three years. The following is a summary from our annual analysis.

East Bay’s percentage of graduates completing a college prep curriculum has decreased from 55.7 % to 50% over a three year period, a 5.7% decrease. During that same time period, the district decreased by 0.5% (65.8% -65.3 %) and the state increased by .2% (59.6% - 59.8%). In addition, the number of graduates that enrolled in Algebra 1 prior to 9th grade, completed at least one Level 3 high school math course, completed at least one Dual Enrollment math course and completed at least one Level 3 or higher science course, the number of graduates increase for the same three year period.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-					
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	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. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1. Teachers at varying skill levels with the FCIM model.</p> <p>- Lack of understanding of when and how to implement the mini lessons.</p> <p>-Students at varying levels within a classroom.</p>	<p><u>1. Strategy</u></p> <p>In their reading classes, students' comprehension of standards/ benchmarks increases through teacher's use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, semester exams, curriculum assessments and daily class work) to plan and deliver <u>mini-lessons and mini-assessments (FCIM).</u></p> <p><u>Action Steps</u></p>	<p><u>1. Who</u></p> <p>-Principal -AP -Reading Coach -Reading Department Head</p> <p><u>How</u></p> <p>-PLC logs turned into reading coach, department head and administration. Administration monitors and provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p>	<p><u>1. Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their mini assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards 80% mastery of skills.</p> <p>-Teachers report data to the Reading Coach.</p> <p>-Teachers chart their students' individual progress.</p> <p><u>Reading PLC Level</u></p> <p>-Using the individual teacher data, all Reading PLCs calculate the 80% mastery data across classes/</p>	<p><u>1.3 x per year.</u></p> <p>-FAIR__</p> <p><u>During Grading Period</u></p> <p>-Mini assessment data</p>		
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	<p>Plan</p> <p><u>Planning/ PLCs Before the Lesson</u></p> <p>- Using FCAT and FAIR data all reading PLCs identify essential standards/ benchmarks for their students that need reinforcement. (EET Rubric 1b, 1c, 4a, 4d)</p> <p>- Teachers discuss how to correlate mini lessons as reinforcement to core standard lessons mastered.</p> <p>- Based on the data, PLCs develop a two week projected timeline/ calendar for reinforcement of the standards already covered</p>	<p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-School-based informal walk-through form which includes the school's SIP strategies used by department heads.</p> <p><u>1st Grading Period Check</u></p> <p>All reading teachers are implementing FCIMs provided from the district.</p>	<p>courses for each mini assessment.</p> <p>- For each class/course, all Reading PLCs chart their overall progress towards the SIP Goal.</p> <p>-After each assessment, all Reading PLCs will ask the following questions:</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Reading Coach/ Reading Department Head will share data with the Problem Solving Leadership Team.</p> <p>Data will be tracked using a Reading FCIM EXCEL sheet. Identify students who are consistently not mastering the FCIM skills and need remediation/ Tier 2 or 3.(Could be small group or one on one)</p>			
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	<p>in the core curriculum. (EET Rubric 1b, 1e, and 4d)</p> <p>-Teachers discuss procedures for teaching the mini lessons.</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-Teachers implement the mini lessons and mini assessments to the whole group and re-teach the students not mastering the mini-assessment with an 80% or above.</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Mini-</u></p>					
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	<p><u>Assessments</u></p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the mini-lesson timeline/ calendar.</p> <p>-Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. (EET Rubric 1b, 3c, 3e, 4d)</p>					
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		-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)					
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 40% to 45%.							
	40% (399)	45% (500)					

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		<p>1.2.-Teachers at varying levels of understanding the data from reading assessments and how to articulate the necessary information to the students.</p>	<p>1.2. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Student reading comprehension will improve through the use of student-teacher <u>data chats</u>.</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Planning/ PLCs Before the Conferences</u></p> <p>-Teachers will discuss their student data and the procedure they are using to data chat with their PLC.</p> <p>-The Reading Coach will model how to conduct reading data chats.</p> <p>-Teachers discuss procedures for data chatting with students.</p>	<p>1.2. <u>Who</u></p> <p>Reading Coach</p> <p><u>How</u></p> <p>Reading Coach survey</p> <p>Monitoring data will be reviewed after every assessment period.</p> <p>The Literacy Leadership Team, reviews FAIR data to determine the percentage of students showing an increase in the ability score for reading comprehension.</p> <p><u>1st Grading Period Check</u></p>	<p>1.2. <u>Teacher Level</u></p> <p>-Reading teachers will reflect with PLC after all data chats are complete.</p> <p>-Reading teachers will monitor the FAIR Reading Comprehension Ability Score every assessment period to track student achievement.</p> <p>- PLCs will examine student goals.</p> <p>- PLCs will share goals with the Literacy Leadership Team.</p>	<p>1.2.3 <u>x per year.</u></p> <p>-FAIR__</p> <p><u>End of Year</u></p> <p>-FCAT</p>
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			<p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-After each FAIR testing, all reading teachers conduct student-teacher data chats using the appropriate form with goal setting.</p> <p>-The reading coach will co-conference with teacher, as needed.</p> <p>- A form will be used to record the data and the students will set goals for the next Assessment Period.</p> <p>■</p>				
			<p>Check/Act</p> <p><u>Teachers/PLCs after the Mini-Assessments</u></p>				

			<p>-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)</p> <p>-Based on the data, teachers reflect on their own conferencing. (EET Rubric 4a)</p> <p>- As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>- Based on the data, PLCs use the data to determine next steps with data chatting.</p> <p>- PLCs record their work on the PLC logs.</p> <p>-Teachers will respond to coach using a form, indicating their participation as well as provide reflection about process</p>				
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			effectiveness and outcomes.				
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		<p>1.3. Teachers are at varying skill levels with Costas (higher order questioning techniques).</p>	<p>1.3. <u>Strategy</u></p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through participation in <u>Costas Level Questioning</u> (input, process, and output) in Reading, English and Social Studies classes. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students.</p> <p>Teachers who have mastered teaching Costa's Levels of Questioning will begin conducting Socratic Seminars using Costa's as a guide.</p> <p><u>Action Steps</u></p>	<p>1.3. <u>Who</u></p> <ul style="list-style-type: none"> -Principal -AP's -Reading Coach - AVID Coordinator -All DHs <p><u>How</u></p> <ul style="list-style-type: none"> -PLC logs turned into reading coach, department head and administration monitors and provides feedback. -Demonstration Classroom, prebrief, observation and debrief. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 	<p>1.3. <u>Teacher Level</u></p> <ul style="list-style-type: none"> -English teachers reflect after the initial lesson is presented and collect student work. - PLCs will examine student work and data from the Costa's questioning activities. - PLCs will share data with the Literacy Leadership Team. The Literacy Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. -Literacy Leadership Team will share data results and plans for future professional develop with entire school at appropriate faculty meetings. 	<p>1.3. <u>During Grading Period</u></p> <ul style="list-style-type: none"> 3 x per year. -FAIR__ <u>Semester Exams</u> -English and Reading - <u>During Grading Period</u> -student work from Costa questioning activities. 	
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			<p>1. School conducts ongoing professional development on Costa's Level of Inquiry provided by AVID coordinator and Reading Coach.</p> <p>2. As a professional development activity teachers study Costas Level Questioning techniques during PLC's.</p> <p>3. Demonstration classrooms are identified and scheduled by the Reading Coach.</p> <p>4. Teachers implement lessons using Costas Level Questioning.</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Planning/ PLCs</u> <u>Before the Lesson</u></p>	<p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-School-based informal walk-through form which includes the school's SIP strategies used by department heads.</p> <p><u>1st Grading Period</u> <u>Check</u></p> <p>Costa Training was held on 9/10/12 and follow-</p>			
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			<p>up 9/25/12.</p> <p>- Classes involved in the SIP Costa Higher Level Questioning data collection are identified as follows: All reading and English II classes.</p> <p>-Teachers discuss procedures for teaching Costa Higher Level Questioning.</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-Reading teachers will introduce Costa's Higher Level of Questioning with a gradual release mini- lesson.</p> <p>- Reading teachers will assess students by having them identify, answer and create</p>			
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		<p>different levels of questioning.</p> <p>-All teachers listed above will implement the Costa's Higher Level Questioning within lesson plans.</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Mini-Assessments</u></p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>- As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>- Based on the data, PLCs use the data</p>				
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			<p>to determine next steps of Costas Level Questioning techniques.</p> <p>- PLCs record their work on the PLC logs.</p>				
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		<p>-Not all teachers have received the CCLS overview.</p>	<p><u>Strategy</u></p> <p>Students' comprehension of complex text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Teachers engage students in the <u>close reading model</u> using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 2 times per nine weeks.</p> <p>—</p> <p><u>Action Steps</u></p> <p><i>Professional Development</i></p> <p>-The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group or</p>	<p><u>Who</u></p> <p>Teacher Principal AP Reading Leadership Team SAL/DHs</p> <p><u>How Monitored</u></p> <p>Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.</p>	<p>Reading Leadership Team</p> <p>PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.</p>	<p><u>3x-per year</u></p> <p>District level baseline, mid-year, and pre-EOC administration</p> <p>—</p> <p><u>Semester Exams</u></p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-mini-assessments -unit assessments</p>	
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		<p>demonstration-departmental trainings to develop teachers' ability to use the close reading model.</p> <p>-The Reading Coach attends departmental PLCs to co-plan with teachers, developing lessons using the close reading model.</p> <p>-Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to content area classrooms and curriculum.</p> <p><i>In PLCs/ Department</i></p> <p>-Teachers work in their PLCs to</p>				
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			<p>locate, discuss, and disseminate appropriate texts to supplement their textbooks.</p> <p>-PLCs review Close Reading Selections to determine word count and high-Lexile.</p> <p>-PLCs assign appropriate NGSSS benchmark to Close Reading passage</p> <p>-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous__</p> <p>- Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the</p>				
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			<p>text. Teachers use this information to build future close reading lessons.</p> <p><i>During the lessons, teachers:</i></p> <p>-Guide students through text without reading or explaining the meaning of the text using the following:</p> <ul style="list-style-type: none"> • Introducing critical vocabulary to ensure comprehension of text. • Stating an essential question prior to reading • Using questions to check for understanding. • Using 				
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			<p>question to engage students in discussion.</p> <ul style="list-style-type: none"> • Requiring oral and written responses to text. <p>-Ask text-based questions that require close reading of the text and multiple reads of the text.</p> <p><i>During the lessons, students:</i></p> <ul style="list-style-type: none"> • Grapple with complex text. • Re-read for a second purpose and to increase comprehension. • Engage in 			
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			discussion to answer essential question using textual evidence. Write in response to essential question using textual evidence.				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1 See 1.1	2.1. See 1.1		

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<p><u>Reading Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 18% to 23%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>18% (178)</p>	<p>23% (256)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>See 1.2</p>	<p>See 1.2</p>	<p>See 1.2</p>	<p>See 1.2</p>	<p>See 1.2</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<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</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. See 1.1</p>	<p>3.1. See 1.1</p>	<p>3.1. See 1.1</p>	<p>3.1. See 1.1</p>	<p>3.1. See 1.1</p>		
<p><u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 56 points to 60 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>56</p>	<p>60</p>					

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		3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	
		3.3. See 1.3	3.3. See 1.3	3.3. See 1.3	3.3. See 1.3	3.3. See 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		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1		

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<p><u>Reading Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 60 points to 65 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>60</p>	<p>65</p>					
		<p>4.2. See 1.2</p>	<p>4.2. See 1.2</p>	<p>4.2. See 1.2</p>	<p>4.2. See 1.2</p>	<p>4.2. See 1.2</p>	
		<p>4.3 See 1.3</p>	<p>4.3. See 1.3</p>	<p>4.3. See 1.3</p>	<p>4.3. See 1.3</p>	<p>4.3. See 1.3</p>	
<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</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>		<p>Information on how to fill out this section/row is forthcoming from the state.</p>			<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p><u>Reading Goal #5:</u></p> <p>Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report</p>		
<p><u>Reading Goal #5:</u></p> <p>Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report</p> <p>NOT DUE ON 10/19</p>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. See 1.1</p>	<p>5A.1. See 1.1</p>	<p>5A.1. See 1.1</p>	<p>5A.1. See 1.1</p>	<p>5A.1. See 1.1</p>		
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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 50% to 55%.</p>							
<p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 26% to 30%.</p>							
<p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 29% to 34%.</p>							

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	<p>White:50% (232)</p> <p>Black:27% (53)</p> <p>Hispanic: 28% (80)</p> <p>Asian: N/A</p> <p>American: N/A</p> <p>Indian: N/A</p>	<p>White: 53%</p> <p>Black: 30%</p> <p>Hispanic: 31%</p> <p>Asian: N/A</p> <p>American: N/A</p> <p>Indian: N/A</p>					
		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		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1		
<p><u>Reading Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from % to %.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>27% (149)</p>	<p>30%</p>					
		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		
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. See 1.1</p>	<p>5C.1. See 1.1</p>	<p>5C.1. See 1.1</p>	<p>5C.1. See 1.1</p>	<p>5C.1. See 1.1</p>		

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<p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 20% to 23%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>11% (8)</p>	<p>14%</p>					
	<p>–</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<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>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -No electronic accessibility to FAA data (instructional planning tool, mainframe, etc.) -Collecting data with fidelity -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill</p>	<p>5D.1. <u>Strategy:</u> SWDs reading comprehension will improve by <u>connecting individual needs to instruction as outlined in the IEP.</u> <u>Action Steps:</u> 1. General ed. and/or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students'</p>	<p>5D.1. <u>Who</u> -Principal -Assistance Principal -Case Manager <u>How</u> -IEP Progress Reports reviewed by Case Manager</p>	<p>5D.1. <u>Teacher Level</u> -Teachers will analyze SWD student work samples, end of unit/ chapter tests, and various activities as delivered during demonstration classrooms. -Teacher collected data will be recorded and discussed in monthly PLC meetings. -Teachers will review data and determine future lesson development and differentiated instructional needs in PLCs. <u>PLC/Department Level</u> -PLCs will review unit assessments. -PLC facilitator (which changes each month) will share data, via PLC logs, with Department</p>	<p>5D.1. <u>2-3x Per Year</u> - FAIR On-going Progress Monitoring in comprehension <u>During Grading Period</u> - Unit assessments/ Embedded Assessments for SWD students - Nine weeks grades for SWD students</p>		
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	<p>levels (ACP, content knowledge, certification)</p> <p>-Multiple preparations</p> <p>-Lack of common planning time</p> <p>-Lack of understanding of the IEP and instructional accommodations</p>	<p>IEP goals, strategies and accommodations are being implemented with fidelity.</p> <p>3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies.</p> <p>4. As a Professional Development activity in their PLCs, teachers will discuss implementation of IEP strategies and modifications.</p> <p>5. PLC teachers</p>		<p>Heads, APC, LLT, and RTI Team.</p> <p>Leadership Team Level</p> <p>-The RTI/LLT Teams will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>			
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	<p>instruct students implementing IEP strategies and accommodations.</p> <p>6. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>7. Teachers bring SWD assessment data back to the PLCs.</p> <p>8. Based on the data, teachers discuss techniques that were effective for SWD students.</p> <p>9. Based on the data, teachers decide what skills need to re-taught to targeted</p>					
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		<p>students using DI techniques.</p> <p>10. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>11. PLCs record their work in logs.</p>					
<p><u>Reading Goal #5D:</u></p> <p>The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 18% to 21%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>10%</p> <p>(10)</p>	<p>13%</p>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

		5D.3	5D.3	5D.3	5D.3	5D.3	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAIR Stages 1-4	9-12	Reading Coach	Whole Faculty	On-going	FAIR Assessment Data and Classroom walkthroughs	Reading Department Head Reading Coach Administration
Common Core	9-12	Reading Coach and English Department Head	Reading and English Teachers with ESE Co- teachers	Preplanning Professional Study Day & 1/16/13	Disseminate CCSS and reflect in PLCs throughout the year	Reading Coach English Department Head Administration
Costa's Higher Level Questioning	9-12	Reading Coach and AVID Coordinator	All new teachers and content area teachers	9/10/12 with follow up lunch and learn 9/25/12. On-going	Administrators will conduct targeted walk-throughs to monitor the level of questioning school wide.	Reading Coach, AVID Coordinator, Department Heads and Administration

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CRISS	9-12	Reading Coach	All teachers	On-going	Reading Coach provides follow-up CRISS Sessions and lesson observations.	Principal, APC, and Reading Coach
Individual Student-Centered Coaching	9-12	Reading Coach	All teachers	On-going	The Coach Logs will show work with the teachers and administration will conduct pop-ins and evaluations that show evidence of student-centered coaching.	Principal, APC, and Reading Coach
Academy of Reading Training	9 th	District	AOR Teacher	Summer 2012	Weekly analysis of student performance reports from AOR	Principal, APC, and Reading Coach
PLC Meetings	9-12	PLC Leader	All teachers	On-going	Teachers will meet in their subject area PLCs throughout the year.	APC, Reading Coach and Department Head
Read 180	9 th	District	Read 180 Teachers	Summer 2012	Weekly analysis of student performance reports from Read 180.	Principal, APC, and Reading Coach
Close Reading	Grades 9-12	Reading Coach SALs Reading Leadership Team	All Departmental PLCs and course-specific PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

End of Reading Goals

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

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

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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		

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<p>Alg1. Students scoring proficient in Algebra (Levels 3-5).</p>	<p>1.1.</p> <ul style="list-style-type: none"> - Teachers at varying skills levels with the FCIM model. - Teachers' implementation of the FCIM model is not consistent across math classes. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the District pacing 	<p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through Algebra 1B, Algebra 1, Algebra 1 Honors, Geometry and Geometry Honors teachers using the FCIM strategy on identified tested EOC benchmarks.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Through data analysis of EOC Formative "A", baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. Based on the data, PLCs develop a 10 day projected FCIM timeline/ calendar for re-teaching the essential skills and/or standards covered in the core 	<p><u>Who</u></p> <p>Teacher Principal APC Math Resource/Contact Math DH</p> <p><u>How</u></p> <ul style="list-style-type: none"> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration through "Open Ideas" website. -Data Wall in the Math TPA. 	<p>-PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet).</p> <p>-For the mini-assessments, PLCs will chart averages and chart students' progress.</p> <p>PLCs will review evaluation data. PLC facilitator will share data with the APC. APC reviews data that includes all skills covered during the nine week period.</p>	<p>1.1.</p>		
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	<p>guide.</p>	<p>curriculum.</p> <p>3. As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use District (Florida Achieves) mini lessons/assessments.</p> <p>4. Teachers implement the mini lessons and mini assessments.</p> <p>5. Teachers bring assessment data provided from the Florida Achieves website and the classroom back to the PLCs.</p> <p>6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>7. As a PLC,</p>					
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		teachers record data on an EXCEL document in "Open Ideas"					
<u>Algebra Goal #1:</u> In Algebra 1, Algebra 1 Honors and Algebra 1B courses, the percentage of Standard Curriculum students scoring a level 3,4 or5 on the 2013 End-of-Course Algebra Exam will increase from 22% to 33%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22%	33%					

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		<p>1.2-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>1.2 Tier 2/3:</p> <p>When students in Tier 1 do not master the skills taught in the core lesson with a 80% or above the student will be identified to participate in Tier 2/3.</p> <p>Students' math skills will improve through receiving <u>Florida Achieves online practice that targets student's individual needs.</u></p> <p><u>Action Steps</u></p> <p>1. Classroom teachers will communicate with the student the availability of ELP practice on the Florida Achieves website.</p>	<p><u>1.2 Who</u></p> <p>Administrators Math DH</p> <p><u>How Monitored</u></p> <p>Administrators will review the data collection from the assessments created from the Florida Achieves website through "Open Ideas".</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.2Administrators will review the ELP data for each EOC group on a monthly basis and present this information to the PSLT. Data is in "Open Ideas".</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	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	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	<p>2.1 - Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of higher order thinking/ Costas level questioning.</p>	<p>2.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in Costas Level Questioning. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. <u>Action Steps</u> 3. A development activity, PLCs study Costas Level Questioning techniques. 4. Teachers implement lessons using Costas Level Questioning. 5. Teachers assess students by having them identify and create different levels of questions.</p>	<p>2.1. <u>Who</u> -Administration Team -AVID Coordinator -College Board -Subject Area Leaders <u>How</u> -College Board Rigor walk-through form -Administration (see IDEAS AVID World Icon) <i>This form demonstrates students’ use of vocabulary and higher levels of learning</i> -Use the forms to compute percentage of higher level vs. lower level and monitor improvement/growth -HCPS Informal Observation Pop-In Form (EET tool) <i>(which has HOTS as a strategy listed on the form.)</i> -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the</p>	<p>2.1 PLCs examine student work and data from the Costas quizzes. With teachers, administration reviews College Board Rigor walk-through form. Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings. PLC facilitator will share 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 nine weeks.</p>	<p>2.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the nine weeks</u> -Student work -Chapter tests -Costas quizzes from <i>Tutorial Curriculum Resource</i> -Costas quizzes on the IDEAS AVID World Icon.</p>		
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		<p>6. Teachers bring student work and/or assessments to PLCs.</p> <p>7. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>8. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>9. PLCs record their work on the PLC logs.</p> <p>10. At the end of each nine weeks administration uses the <i>College Board Rigor</i> form to monitor increased level of higher order questions.</p>	<p>implementation of the SIP strategies across the entire faculty.</p> <p>—</p> <p><u>First Nine Week Check</u></p> <p>Emerging:</p> <p>The Costa’s Level Questioning Process began in preplanning of school. All teachers have implemented were trained by the AVID teachers. Approximately 50% of the teachers in the school are actively implementing higher level questioning .</p> <p>SMART goals for 2nd 9 weeks: 75% of the teachers will implement the Costa’s Level Questioning in their class.</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>				
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<u>Algebra Goal #2:</u> In Algebra 1, Algebra 1 Honors and Algebra 1B courses, the percentage of Standard Curriculum students scoring a level 4 or 5 on the 2013 End-of-Course Algebra Exam will increase from 2% to 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2%	5%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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**Community (PLC)
or PD Activity**

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

End of Mathematics 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		

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1.2.1. - Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers new to Language Arts may not have FCAT Writing training - Teachers do not have confidence using holistic scoring methods</p>	<p>1.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through participation of best practices for teaching writing. Best practices include <u>PLC instructional calendars.</u> <u>Differentiate Instruction and effective holistic scoring methods.</u> Action Steps 1. As a Professional Development activity, teachers</p>	<p>1.1. <u>Who</u> Principal APC LA SAL LA PLCs <u>How Monitored</u> - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing this strategy. - Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -HCPS Informal Observation Pop-In Form (EET tool). -PSLT will create a walk-through fidelity</p>	<p>2.1. PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate. PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt. PLC facilitator will share data with the Problem Solving Leadership Team.</p>	<p>1.1. <u>2-3x Per Year</u> Student monthly demand writes, student daily drafts, conferencing notes — <u>During Grading Period</u> Baseline- 44% scored at a 4 or above. September essay- 35% scored 4 or above. (the decline is due to the change in the rubric).</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>new to the profession and/or content area are required to attend district level trainings.</p> <p>2. As a Professional Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs.</p> <p>3. Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process.</p> <p>4. Based on baseline data, PLCs write</p>	<p>monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p> <p>- Springboard Walk-Through Observation Form</p>	<p>The Problem Solving Leadership Team will review assessment data for positive trends.</p> <p>PLCs will participate in rubric Norming sessions to identify teacher barriers impeding effective holistic scoring.</p>			
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		<p>SMART goals for each nine weeks. (For example, during the first nine weeks, 50% of the students will score 4.0 or above on the monthly formative writing prompt.)</p> <p>5. Based on student writing reviews and PLC discussions regarding trends and needs, students will invited to attend Saturday school and writing boot camps.</p> <p>6. Teachers implement the ideas based on specific student needs.</p>					
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		<p>7. As a Professional Development activity PLCs examine student conference notes, daily drafts, and monthly demand writes and adjusts the monthly writing menu of teaching points and share ideas to grow students.</p> <p>8. PLCs review nine week data, set a new goal for the following nine weeks.</p> <p>9. PLCs record their work in the PLC logs.</p> <p>2.2.</p> <p>PLCs will review mini-assessment</p>					
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		<p>data. Mini-assessment data recorded in PLC data base (excel spread sheet).</p> <p>-For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.</p> <p>-PLC facilitator will share data with the Problem Solving Leadership Team.</p>					
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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students scoring at Achievement Level 3.0 or higher in writing will increase from <u>88%</u> to <u>90%</u> .	88%	90%					

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		<p>1.2. Teachers at varying skills levels with the FCIM model. - Teachers' implementation of the FCIM model is not consistent across language arts and reading courses. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Finding appropriate</p>	<p>1.2. Strategy Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through teachers using the FCIM strategy in Language Arts classes. <u>Action Steps</u> 1. Through data analysis of, baseline data, classroom assessments and student performance, PLCs identify essential writing skills for their students that need reinforcement and/or remediation. 2. Based on the data, PLCs develop a semester calendar for teaching the essential skills and/or standards covered in the core curriculum. 3. As a Professional Development activity</p>	<p><u>Who</u> -Principal -APC -English Department Head -Peer Mentors <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (<i>EET tool. The F-CIM strategy will be added to the form under Instructional Practices.</i>)</p>	<p>1.2. PLCs will review mini-assessment data. Mini-assessment data recorded in PLC data base (excel spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. -PLC facilitator will share data with the Problem Solving Leadership Team.</p>	<p>1.2. <u>3x per year.</u> -Monthly Timed FCAT Writing Prompt__ _____ <u>During nine weeks</u> -Mini assessment data -School generated review nine week assessment (by course) of all mini skills covered during the nine weeks.</p>	
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		<p>prompts to develop the lessons and assessments</p>	<p>in their PLCs, teachers identify (using District resources and curriculum resources) and/or develop mini lessons and mini assessments for writing achievement.</p> <p>4. Teachers implement the mini lessons and mini assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>7. PLCs record their work in logs.</p>	<p>-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p> <p>- Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the English Department Head and APC.</p>			
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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	Grade Level/Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
FCAT 2.0 Writing Rubric Training	9-12 English	PLC Leader English Teachers	English DH	All English Teachers	Fall 2012	Writing Assessments (Inclusion of the new standards)
Calibration						
	PLC Meetings 9-12		PLC Leader	All teachers	On-going	Teachers will meet in their subject area PLCs throughout the year.

End of Writing Goals

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		

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<p>1. Attendance</p>	<p>1.1</p> <p>-Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.</p> <p>-Lack of time to focus on attendance</p> <p>-Lack of staff to focus on attendance</p> <p>-Resources to enforce attendance compliance beyond the school options</p>	<p>1.1.</p> <p>-Attendance conferences</p> <p>-The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in</p>	<p>1.1.</p> <p>AP will run Attendance/Tardy meetings every 20 days with appropriate reports</p> <p>AP will maintain data base</p> <p>Social Worker</p> <p>Guidance Counselors</p> <p>Attendance Committee</p>	<p>1.1.</p> <p>Administration Team and subset of PSLT will examine data monthly</p>	<p>1.1.</p> <p>Attendance Report</p> <p>Tardy Report</p> <p>Attendance Plan</p>		
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		need of support beyond school wide attendance initiatives.					
<u>Attendance Goal #1:</u>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
-Data Source: Opening of School Data Form and SDHC Reports							
-The attendance rate will increase from 91.26% in 2011-2012 to 93% in 2012-2013.							
-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 488 to 400.							

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	91.26%	93%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	488	400					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	58	40					

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		<p>1.2.</p> <p>-Not all teachers are comfortable with EdLine</p> <p>-Not all teachers keep attendance updated</p>	<p>1.2. When a student reaches 5 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies</p>	<p>1.2.</p> <p>Department heads will check Edline postings biweekly and report to the Assistant Principal for Curriculum. We will meet with teachers that are not updating Edline with attendance and provide them with assistance.</p>	<p>1.2.</p> <p>See 1.1</p>	<p>1.2.</p> <p>Edline</p> <p>Motor Vehicle License Report</p>	
		<p>1.3.</p>	<p>1.3. All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor attendance</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Professional Development

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

(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	Grade Level/Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

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		

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<p>1. Suspension</p>	<p>1.1. Establishing common school-wide goals and expectations appropriate for all students in all venues of the school</p>	<p>1.1. Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.</p>	<p>1.1. PSLT “behavior” subgroup</p>	<p>1.1. PSLT “behavior” subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.</p>	<p>1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data</p>		
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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
-Data Source: SDHC Reports	<u>In-School Suspensions</u>	<u>In- School Suspensions</u>					
-The total number of In-School Suspensions will decrease from in 2011-2012 515 to 495 in 2012-2013.							
-The total number of students receiving In-School Suspension will decrease from 498 in 2011-2012 to 472 in 2012-2013.							
-The total number of Out-of-Suspensions (including ATOSS) will decrease from in 2011-2012 to in 2011-2012.							
-The total number of students receiving Out-of-School Suspension will decrease from 531 in 2011-2012 to 487 in 2012-2013.							

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	515	495					
	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In-School</u>					
	498	472					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	560	500					
	<u>2012 Total Number of Students Suspended</u> <u>Out- of- School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out- of-School</u>					
	531	487					
		1.2. ESE students and ensuring that they receive access to instruction but are held accountable for discipline actions not a result of their disability.	1.2. RTI Team and working closely with ESE Specialist to ensure Functional Behavior Assessments are in place and implemented.	1.2. -Administrative team (Principal and APs) -School Psychologist	1.2. - IEP Meetings and CST Committee	1.2.	

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		1.3. There is a wide variation in the number of discipline referrals generated across classrooms.	1.3. -The administrative team will review data and make recommendations for additional classroom management training to teachers in need. They will also disseminate classroom management activities that will teachers will work through in Professional Learning Communities to address teacher needs.	1.3. -Administrative team (Principal and APs) -School Psychologist	1.3. -Administrative team (Principal and APs) -School Psychologist	1.3. Review data from EdConnect on discipline referrals by teacher	
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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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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
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End of Suspension Goals

Dropout Prevention Goal(s)

Dropout Prevention Goal(s)			
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>			
<u>Goals</u>		<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>
The graduation rate will increase by 2%.		Estimates due to current years data not yet available	
The at risk graduation rate will increase by 2%			
Over 50% of level 1 students will have a mentor inside the school building they meet with twice a month			
		4% = 19	3% = 13
		<u>2012 Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>
		Estimates due to current years data not yet available	

	90% = 431	92% = 440

Problem Solving Process to Dropout Prevention

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Progress Monitoring	Evaluation Tool
Being able to have every at risk student have a one on one conversation with an adult within the school building where grades, credits, test scores, and social issues that prevent academic advancement are discussed and interventions implemented.	The Guidance Department will meet with all seniors and the Dropout Prevention Specialist will start with the 11 th through 9 th grader at risk students until all have been met with at least once	Dropout Prevention/ Student Intervention Specialist, Guidance Department. College and Career Specialist	A conference log will be kept to ensure that everyone is making progress getting through the list. The log will require notes to be taken and interventions documented.	Once the year is over we will compare the number of students labeled at risk, and see how many we were able to remove from the list.
Students are not working as hard as they could towards graduating because they do not have any plans for what they would like to do after graduation	During the meetings they will inform them on possible career or post high school education programs that fit the student's interest, physical and academic ability..			
Students are behind in credits and are not graduating from high school on time.	Once students are identified Credit Recovery programs will be offered to meet their graduation requirements. The programs include: IMPACT Credit Recovery Program, Virtual School, and Night School.	Asst. Principal for Student Affairs, SRO, APC, Teachers, Guidance Counselors, College and Career Specialist, Rtl Coach	Utilize Early Warning System (EWS) data to track students. Review student success rates of IMPACT, Credit Recovery, etc.	High School Graduation Rates and Drop Out Rates
Having enough faculty members volunteer and commit to mentoring the students.	Offer incentives for faculty and staff that participate	The Mentoring Committee	Mentoring Logs, Student interviews, and student progress reports	We will look to see how many of the mentored students have made positive gains in comparison to the students who did not have a mentor. We will review the mentee interviews to see how the students felt about being mentored

Professional Development (PD) aligned with Strategies through Professional Learning

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**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	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
Early Warning Systems	9-12	PLC Leader Drop Out Prevention Specialist	All Staff	Fall 2012	Early Warning System (EWS) Data	Asst. Principal for Student Affairs, RtI Coach, Principal, Area 4 RtI Facilitator

End of Dropout Prevention 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	

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<p>1. Health and Fitness Goal</p>	<p>1.1.</p>	<p>1. Health and physical activity initiatives developed and implemented by the Principal's designee (Fitnessgram coordinator).</p>	<p>1. Fitnessgram coordinator</p>	<p>1. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)</p>	<p>1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>		
<p><u>Health and Fitness Goal #1:</u> 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 <u>25%</u> on the Pretest to <u>30%</u> on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

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	25% (119)	30% (143)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Continuous Improvement Goal(s)

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* 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	Strategy Data Check	Student Evaluation Tool		
1. Continuous Improvement Goal	1.1. Not enough time to meet in PLCs.	1.1. PLCs will be used to support and mentor one another.	1.1. Who Principal Leadership Team SALs PLC Facilitators	1.1. Informal surveys will be used three times a year to discuss future training needs for PLCs and teacher support.	1.1. PLC Surveys		

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<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of teachers who strongly agree with the indicator that “the teachers that I work with support and mentor one another” will increase from 42% to 45% .							
	42%	45%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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
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End of Additional Goal(s)

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>I.1. Content teachers do not understand CELLA data and how to use the information to make accommodations for the ELL student.</p>	<p>I.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.</p> <p><u>Action Steps</u></p> <p>-Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/ speaking, reading and writing.</p>	<p>I.1. Who ELL Resource Teacher Department Head Administration How Turn in PLC notes with copies of CELLA printouts from IPT.</p>	<p>I.1. ELL Resource Teacher will conduct mini-training at a faculty meeting to assist in interpretation of CELLA results. PLCs will document discussion and analysis of CELLA results for their students. Notes will be turned into department heads and APC.</p>	<p>I.1. <u>3 x per year.</u> -FAIR__ Reading Semester Exams</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>CELLA Goal #C:</u></p> <p>Students scoring proficient in Listening/Speaking will increase from 65% to 70%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>65% 70%</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>D. Students scoring proficient in Reading.</p>	<p>2.1. See CELLA 1.1</p>	<p>2.1. See CELLA 1.1</p>	<p>2.1. See CELLA 1.1</p>	<p>2.1. See CELLA 1.1</p>	<p>2.1. See CELLA 1.1</p>	
<p><u>CELLA Goal #D:</u> Students scoring proficient in Reading will increase from 23% to 26%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>23% 26%</p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
E. Students scoring proficient in Writing.	2.1. See CELLA 1.1	2.1. See CELLA 1.1	2.1. See CELLA 1.1	2.1. See CELLA 1.1	2.1. See CELLA 1.1	

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<p><u>CELLA Goal #E:</u></p> <p>Students scoring proficient in Writing will increase from 49% to 54%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>49% 54%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

<p>Geometry EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<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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<p>H. Students scoring in the middle or upper third (proficient) in Geometry.</p>	<p>1.1. - Teachers at varying skills levels with the FCIM model. - Teachers' implementation of the FCIM model is not consistent across math classes. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the District pacing</p>	<p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through Algebra 1B, Algebra 1, Algebra 1 Honors, Geometry and Geometry Honors teachers using the FCIM strategy on identified tested EOC benchmarks.</p> <p><u>Action Steps</u></p> <p>1. Through data analysis of EOC Formative "A", baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.</p> <p>2. Based on the data, PLCs develop a 10 day projected FCIM timeline/ calendar for re-teaching the essential skills and/or standards covered in the core</p>	<p><u>Who</u></p> <p>Teacher Principal APC Math Resource/Contact Math DH</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration in "Open Ideas" -Data Wall in the Math TPA.</p>	<p>-PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). -For the mini-assessments, PLCs will chart averages and chart students' progress. PLCs will review evaluation data. PLC facilitator will share data with the APC. APC reviews data that includes all skills covered during the nine week period.</p>	<p>1.1.</p>		
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	<p>guide.</p>	<p>curriculum.</p> <p>3. As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use District (Florida Achieves) mini lessons/assessments.</p> <p>4. Teachers implement the mini lessons and mini assessments.</p> <p>5. Teachers bring assessment data provided from the Florida Achieves website and the classroom back to the PLCs.</p> <p>6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>7. As a PLC,</p>					
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		teachers record data on an EXCEL document in "Open Ideas"					
<u>Geometry Goal H:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In Geometry and Geometry Honors courses, the percentage of Standard Curriculum students scoring in the middle or upper third (proficient) on the 2013 End-of-Course Geometry Exam will increase from 63% to 68%.							
	63%	68%					

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		<p>1.2-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>1.2 Tier 2/3:</p> <p>When students in Tier 1 do not master the skills taught in the core lesson with a 80% or above the student will be identified to participate in Tier 2/3.</p> <p>Students' math skills will improve through receiving <u>Florida Achieves online practice that targets student's individual needs.</u></p> <p><u>Action Steps</u></p> <p>1. Classroom teachers will communicate with the student the availability of ELP practice on the Florida Achieves website.</p>	<p><u>1.2 Who</u></p> <p>Administrators Math DH</p> <p><u>How Monitored</u></p> <p>Administrators will review the data collection from the assessments created from the Florida Achieves website through "Open Ideas".</p>	<p>1.2Administrators will review the ELP data for each EOC group on a monthly basis and present this information to the PSLT.</p>	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	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>I. Students scoring in the upper third on Geometry.</p>	<p>2.1 - Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of higher order thinking/ Costas level questioning.</p>	<p>2.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in Costas Level Questioning As a result; there will be increased use of higher level questions versus lower level questions for both teachers and students. <u>Action Steps</u> 3. A development activity, PLCs study Costas Level Questioning techniques. 4. Teachers implement lessons using Costas Level Questioning. 5. Teachers assess students by having them identify and create different levels of questions.</p>	<p>2.1. <u>Who</u> -Administration Team -AVID Coordinator -College Board -Subject Area Leaders <u>How</u> -<i>College Board Rigor</i> walk-through form -Administration (see IDEAS AVID World Icon) <i>This form demonstrates students’ use of vocabulary and higher levels of learning</i> -Use the forms to compute percentage of higher level vs. lower level and monitor improvement/growth -HCPS Informal Observation Pop-In Form (EET tool) (<i>which has HOTS as a strategy listed on the form.</i>) -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the</p>	<p>2.1 PLCs examine student work and data from the Costas quizzes. With teachers, administration reviews College Board Rigor walk-through form. Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings. PLC facilitator will share 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 nine weeks.</p>	<p>2.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the nine weeks</u> -Student work -Chapter tests -Costas quizzes from <i>Tutorial Curriculum Resource</i> -Costas quizzes on the IDEAS AVID World Icon.</p>		
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		<p>6. Teachers bring student work and/or assessments to PLCs.</p> <p>7. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>8. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>9. PLCs record their work on the PLC logs.</p> <p>10. At the end of each nine weeks administration uses the <i>College Board Rigor</i> form to monitor increased level of higher order questions.</p>	implementation of the SIP strategies across the entire faculty.				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Geometry Goal I:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In Geometry and Geometry Honors courses, the percentage of Standard Curriculum students scoring in the upper third (proficient) on the 2013 End-of-Course Geometry Exam will increase from 26% to 29%.							
	26%	29%					
	2.2.	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 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)).

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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		

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<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	<p>1. Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.</p>	<p>1.1. Students science skills will increase through participation in regular inquiry based instruction using the 5E model (such as student engagement, explore time, accountable talk and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge. In order to successfully reach this goal, teachers will attend District Science training and share information with their PLC's and discuss inquiry based instruction strategies that were effective in order to drive future instruction.</p>	<p>1.1. Teacher, Site Administrators, Department Head, Secondary Science (professional development)</p> <p>Monitored through classroom walk-through by administration</p>	<p>1.1. Data assessment in PLC Meetings and Department meetings to assess problem areas for remediation or to identify areas where learning gains are being made.</p> <p>Identifying and updating skills covered in the Dashboard feature in the grade book.</p>	<p>1.1. District-level baseline and mid-year formative assessments</p> <p>Semester Exams</p> <p>During the Grading Period</p> <p>-Mini Assessments</p> <p>-Unit assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology Goal K: The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 57% at least 60%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57%	60%					
		2. Not all teachers are knowledgeable of the strategies involved in improving reading comprehension i.e. CRISS or CIS	1.2. Teachers will engage in professional development opportunities like CRISS for the Science Content area, or CIS model training to incorporate strategies in the classroom for gains related to reading.	1.2 Reading Coach (on-site or off-site) Science DH Assistance from reading coach to help with trainings to develop strategies to improve reading.	1.2. Share within PLC's what strategies are working within the classroom, especially if it is a CRISS or CIS-based strategy.	1.2. Using CIS modeled assignments for progress monitoring.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	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		

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

<p>L. Students scoring in upper third in Biology.</p>	<p>2.1 Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.</p>	<p>2.1 .Students science skills will increase through participation in regular <u>inquiry based instruction</u> using the 5E model (such as student engagement, explore time, accountable talk and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge. In order to successfully reach this goal, teachers will attend District Science training and share information with their PLC's and discuss inquiry based instruction strategies that were effective in order to drive future instruction.</p>	<p>2.1 Teacher, Site Administrators, Department Head, Secondary Science (professional development)</p> <p>Monitored through classroom walk-through by administration,</p>	<p>2.1 Data assessment in PLC Meetings and Department meetings to assess problem areas for remediation or to identify areas where learning gains are being made.</p> <p>Identifying and updating skills covered in the Dashboard feature in the grade book.</p>	<p>2.1 District-level baseline and mid-year formative assessments</p> <p>Semester Exams</p> <p>During the Grading Period</p> <p>-Mini Assessments</p> <p>-Unit assessments</p>		
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<p><u>Biology Goal L:</u></p> <p>The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 22% to at least 25%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22%</p>	<p>25%</p>					
		<p>2.2 Not all teachers are knowledgeable of the strategies involved in improving reading comprehension i.e. CRISS or CIS</p>	<p>2.2. Teachers will engage in professional development opportunities like CRISS for the Science Content area, or CIS model training to incorporate strategies in the classroom for gains related to reading.</p>	<p>2.2 Reading Coach (on-site or off-site)</p> <p>Science DH</p> <p>Assistance from reading coach to help with trainings to develop strategies to improve reading.</p>	<p>2.2. Share within PLC's what strategies are working within the classroom, especially if it is a CRISS or CIS-based strategy.</p>	<p>2.2. Using CIS modeled assignments for progress monitoring.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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

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

<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem-based learning in math, science and CTE/STEM electives.</p>	<p>1.1 Need common planning time for math, science, ELA and other STEM teachers</p>	<p>1.1 -Explicit direction for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in logs.</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1 PLC or grade level lead -Subject Area Leaders</p>	<p>1.1 Administrative/SAL walk-throughs</p>	<p>1.1.</p> <p>Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.</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>

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

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Project Based Learning 9-12 Biology Reading PLC, Entire Science On-Going Administrator Monitoring, Data Administration, DH, PLC Leader
 Coaches Department, Subject area evaluation of Mini-Assessments

End of STEM Goal(s)

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

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

<p><u>CTE Goal #1:</u></p> <p>Sustain/Increase the number of Career Technical Student Organization chapters from 3 in 2011-2012 to 5 in 2012-2013.</p> <p>Increase the student membership from 115 in 2011-2012 to 145 in 2012-2013.</p>	<p>1.1.</p> <p>Financial needs for students.</p>	<p>1.1.</p> <p>Increase student participation in CTSO competitions/events.</p>	<p>1.1.</p> <p>CTE Teachers</p>	<p>1.1.</p> <p>Aggregate and analyze the data every quarter to develop next steps</p>	<p>1.1.</p> <p>Log of number of CTSO events</p> <p>Log of number of students who attend CTSO events</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>

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

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
District Advisor Meetings	9-12	District and State CTE Teachers		On-going	Log of events and attendance	CTE Department Heads

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	<input type="checkbox"/> 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

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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
All	School Improvement Coordinator -Developed and coordinated professional development and collaborated with all departments to design strategies and plans for the SIP to be an accurate and achievable document.	\$1103.08	1103.08
Suspension 1.1	Security Cameras to ensure student arrive to class safely and on-time.	\$2000	
Any	Mini-grants	\$2000	
Reading 1.1	Headphones for formative assessments such as FAIR	\$150	
Final Amount Spent			