

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Strawberry Crest High School	District Name: Hillsborough
Principal: David Brown	Superintendent: MaryEllen Elia
SAC Chair: Carlos Dixon	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.

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	David Brown	M. Ed BA Social Studies Ed Leadership ESOL	4	14	11/12: SCHS 10/11: SCHS B 85% AYP 09/10: SCHS C 77% AYP 08/09: Leto D 67% AYP
Assistant Principal	Christina Raburn	M. Ed BS Health K-12 Ed Leadership ESOL	4	8	11/12: SCHS 10/11: SCHS B 85% AYP 09/10: SCHS C 77% AYP 08/09: Durant B 82% AYP
Assistant Principal	Tiffany Ewell	M. Ed BA Social Studies Ed Leadership ESOL	4	7	11/12: SCHS 10/11: SCHS B 85% AYP 09/10: SCHS C 77% AYP 08/09: King D 69% AYP
Assistant Principal	Bertha Baker	BA M.Ed. Ed. D.	1	36	11/12:HHS 10/11:HHS B; AYP 77% 09/10:HHS B; AYP 77% 08/09:HHS C; AYP 69% 07/08:HHS A; AYP 79%
Assistant Principal	Glennis Reyes	M. Ed BA Ed Leadership ESOL	4	4	11/12: SCHS 10/11: SCHS B 85% AYP 09/10: SCHS C 77% AYP 08/09: Memorial B 69% AYP
Assistant Principal	Shelby Savoy	B.S. Masters in Curriculum and Instructions EDS in Educational Leadership	5	5	11/12: SCHS 10/11: Leto C 72% AYP 09-10: Leto C 74% AYP 08-09: Leto D 67% AYP 07-08: Leto C 67% AYP
Assistant Principal	Jasmine Tramel	M. Ed BA Ed Leadership	4	1	11/12: SCHS 10/11: SCHS B 85% AYP 09/10: SCHS C 77% AYP

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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Janet Roberson	BS 6-12 English MA K-12 Reading	4	17	11/12: SCHS 55% Level 3, 62% Making Gains, 64% Bottom Q Making Gains 10/11: SCHS B 85% AYP, 50% Level 3, 46% Making Gains, 35% Bottom Q Making Gains 09/10: SCHS C 77% AYP, 51% Level 3, 54% Making Gains, 43% Bottom Q Making Gains 08/09: East Bay D 67% AYP 35% Level 3, 44% Making Gains, 42% Bottom Q Making Gains

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	General Directors	June 2013	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	On-going	
3. MAP	Supervisor of Data Analysis	July 2013	
4. Performance Pay	General Director of Federal Programs	July 2013	
5. Teacher Induction Program (TIP)	APC/ District	On-going	
6. Partnering new teachers with veteran teachers	APC	On-going	
7. Intern Job Shadowing	APC/College Professor	On-going	

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8. School-based teacher recognition system	Principal	On-going	
9. Regular time for teacher collaboration	Principal	On-going	
10. New-Teacher Oriendation	APSA	August 6, 2013	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
10	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u> Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all. • Monthly AVID strategy professional development. • Staff book study, <i>Complex Text</i>, facilitated by our Reading Coach.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
139	9% (12)	24% (33)	47% (65)	65% (29)	39% (54)	93% (129)	11% (15)	6% (9)	17% (23)

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Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Aimee Ballans	Eric Bergen	EET Mentor/ Tip Year 1	Complete Year 1 TIP Action Plan; conferencing; classroom observations
Aimee Ballans	Courtney Donhaiser	EET Mentor/ Tip Year 1	Complete Year 1 TIP Action Plan; conferencing; classroom observations
Aimee Ballans	Iris Moore	EET Mentor/ Tip Year 1	Complete Year 1 TIP Action Plan; conferencing; classroom observations
Aimee Ballans	Craig Stanley	EET Mentor/ Tip Year 1	Complete Year 1 ACP Action Plan; conferencing; classroom observations
Aimee Ballans	Ryan Joyce	EET Mentor/ Tip Year 1	Complete Year 1 TIP Action Plan; conferencing; classroom observations
Aimee Ballans	Octavia Brinson	EET Mentor/TIP Year 2	Complete Year 2 TIP Action Plan; conferencing, classroom observations
Aimee Ballans	Rachel Estell	EET Mentor/TIP Year 2	Complete Year 2 ACP Action Plan; conferencing, classroom observations
Aimee Ballans	La’Tosha Lewis	EET Mentor/TIP Year 2	Complete Year 2 TIP Action Plan; conferencing, classroom observations
Aimee Ballans	Nelson Rodriguez	EET Mentor/TIP Year 2	Complete SMART ACP Action Plan; conferencing, classroom observations
Aimee Ballans	David Flaws	EET Mentor/TIP Year 2	Complete SMART ACP Action Plan; conferencing, classroom observations
Aimee Ballans	Amber Ryan	EET Mentor/TIP Year 2	Complete Year 2 TIP Action Plan; conferencing, classroom observations
Aimee Ballans	Joel Scott	EET Mentor/TIP Year 2	Complete Year 2 TIP Action Plan; conferencing, classroom observations

Additional Requirements

Coordination and Integration-Title I Schools Only

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^jPlease describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

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

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

- A. Principal – Dave Brown
- B. Assistant Principal for Student Affairs- Glennis Reyes
- C. School Social Worker – N/A
- D. School Psychologist –Woody Bodden
- E. Guidance Counselor – Sherly Gervais
- F. Department Heads – Jill McEwen, Susan Mayo, Andre Lewis, Jessica Brockman, Lauren King, Vicki Donza, , Shannon Martin
Jeanine Amin,
- G. Instructional Coaches – Janet Roberson (Reading Coach)
- H. ESE Specialist – Claudine Sosa
- I. ELP Coordinator – Christie Raburn
- J. School Advisory Council Chair – Carlos Dixon
- K. Assistant Principal for Curriculum- Christina Raburn
- L. Attendance Committee Representative-Deena Harrod

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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? The purpose of the Leadership team in our school is to provide high quality instruction/intervention matched to student needs using performance and learning rate over time to make important education decisions to guide instruction. The Leadership team reviews school-wide data to address the progress of low performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

Our Leadership Team will be called the Charger Intervention Team and will serve as the main leadership team of the school. The Charger Intervention Team will meet once a month and use the problem solving process to:

- Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2/Supplemental, and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - o Extended Learning Programs during and after school
 - o Saturday Academies
 - o Intensive Reading and Math classes
 - o Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PLCs
 - o Use of school-based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
 - o Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the Leadership Team)
 - o Use of Common Core Assessments Ex. Semester Exams at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the Leadership Team)
 - o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the Leadership Team and PLCs.

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

- The Chair of SAC is a member of the Leadership Team.
- The Leadership Team and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-2012 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The Leadership Tem will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The Leadership Team will communicate with and support the PLCs in implementing the proposed strategies by assigning Leadership Team members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger leadership team through the subject area Leadership Team representatives.

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- The Leadership team and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o review and analyze screening and collateral data
 - o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - o develop and target interventions based on confirmed hypotheses
 - o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - o review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - o assess the fidelity of instruction/intervention implementation and other MTSS processes

MTSS Implementation

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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. The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, LA DH, Math DH, Science DH, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Rtl, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	Rtl, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL Leadership Team Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	DHs, individual teachers, Leadership Team
Nine Week Exams	Subject Area Generated Excel Database	DHs, individual teachers, Leadership Team
Semester Exams	Subject Area Generated Excel Database	DHLs, individual teachers, Leadership Team
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

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Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	ELP Facilitator
FAIR OPM	School Generated Database in Excel	Leadership Team Rep/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	APC/PLC/Individual Teachers
Other Curriculum Based Measurement** (see below)	School Generated Database in Excel	APC/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the APC and monitored for effectiveness throughout the school year. As students' progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Staff received overview training over the course of several faculty meetings during the 2012-2013 school year. RTI members who attended the district level MTSS trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Charger Intervention Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Charger Intervention Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's Problem Solving Team develops resources and staff development trainings on MTSS, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area Leadership Team Facilitator to visit quarterly to review our progress in implementation of MTSS and provide on-site coaching and support to our MTSS/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PSLT as they become available. All teachers will complete the state perceptions of MTSS Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to RTI implementation

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Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.
-

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal – David Brown
- Assistant Principal for Curriculum – Christie Raburn
- Reading Coach – Janet Roberson
- Reading Teachers – Maya Smith, K. Miller, J. Nunez, R. Estell, R. Sturgis, J. Savino, L. Mincey
- Media Specialist – Shannon Martin
- 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
- Language Arts Department Head- Jessica Brockman

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

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)
- Implement K-12 Reading Plan

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 annually by the district. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year.

Complementing our Project CRISS initiative is a major emphasis in our content area reading instruction on understanding how to implement complex text in all content areas using a specific Comprehension Instructional Sequence (CIS) design.

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 and the CIS instructional design through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and CIS 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.

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

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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 Small Learning Communities, Professional Learning Communities, Career Academies, Career Pathways, Program Completers, the Magnet Program and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. At our high school, students can select electives in the areas of Band, Chorus, Orchestra, Journalism, Agriculture (Biotechnology & Vet Assisting), Art, Musical Theatre, Web Design, Business Technology, Public Service (Firefighting), Television Production, Family & Consumer Sciences (Culinary & Child Development), Law Studies, and JROTC (Army). 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?

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

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Course Selection Sheets are then sent home for parent review and signature. Each year, our school hosts a College and Career Night to inform students and parents of various course offerings that are available. Each year, our school offers a “Ready To Work” test that helps students to obtain a job after graduation. Each year, our school offers all students the opportunity to use the “Success Lab” to explore career options

On an annual basis, Strawberry Crest 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](#).

Strategies for Improving Student Readiness for Postsecondary

District-Level

The Career and Technical Education (CTE) Department provides our counselors with a binder and data base of the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- Career Seeking and Investigations - Provides 8th grade students an opportunity to explore the campus of Hillsborough Community College (HCC) and experience campus life and activities
- Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- Hi-Tec Trek - Provides 11th graders with an opportunity to explore Hillsborough County’s postsecondary technical centers career and program opportunities.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

Although we do not have a postsecondary High School Feedback Report to analyze, we are committed to implementing the following strategies at Strawberry Crest to ensure that our students are college ready:

School-Level

Specifically at Strawberry Crest High School, students may participate in the following:

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- Using ELP funds, Saturday SAT and ACT prep classes are offered. Counselors will meet with all students to encourage students to complete the class and take the test. Communication letters on the SAT and ACT will be sent home with students to advertise the SAT and ACT prep classes and testing dates.
- College Visits - Various college representatives visit the Beacon of Hope to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Brewster Technical School Field Trip - Students will be given the opportunity to visit Brewster and learn more about the programs offered at this technical school.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors are encouraged to attend senior night, where they receive their senior handbook and the counselors share valuable information about their senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
- Junior Night - Juniors and their parents are given their Junior Handbooks and important information about testing and senior year is shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- Prepare and enroll students in college prep curriculum
- Offer support for students in college prep courses
- Offer additional support to students enrolled in Algebra 1 (I Can Learn Lab and Intensive Math I as a companion course)
- Prepare and enroll students in Advanced Placement courses
- Communication letters on the PSAT will be sent home with students to advertise the PSAT classes and testing dates.
- Springboard in Language Arts and Math
- AVID program as well as tutoring

Our guidance counselors are equipped with programs of study to help guide students to their educational pathway. The Program of Study for High School students maps out the courses and timeline for students to be program completers and successfully transition to post-secondary institutions.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5).</p>	<p>1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when <u>students are engaged in grappling with complex text.</u> Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are outlined on grade level/</p>	<p>1.1. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks) FCIM, end of unit tests, mini-assessments</p>		
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		content area PLC action plans.				
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 55% to 57%.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>				
	55%	57%				

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		<p>1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.2. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.2. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks) FCIM, end of unit tests, mini-assessments</p>	
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		<p>1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.3 <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
<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>Anticipate d 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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	2.1.	2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.		
<p><u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 36% to 38%.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	36%	38%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. 3.1. - Teachers are at varying skill levels with higher</p>	<p>3.1. SEE Reading Goal 1.1</p>	<p>3.1. SEE Reading Goal 1.1</p>	<p>3.1. SEE Reading Goal 1.1</p>	<p>3.1. SEE Reading Goal 1.1</p>		
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	<p>order questioning techniques.</p> <ul style="list-style-type: none"> - PLC meetings did not include discussion of higher order questioning strategies for upcoming lessons. - Not all teachers know how to identify and/or write higher order questioning lessons and assessments. - Lack of common planning time for teachers to conduct the problem-solving process with higher order questioning strategies - Administrators are at varying skill levels with identification. 						
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<p><u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 62 points to 64 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>62 points</p>	<p>64 points</p>					
		<p>3.2. SEE 1.2</p>	<p>3.2. SEE 1.2</p>	<p>3.2. SEE 1.2</p>	<p>3.2. SEE 1.2</p>	<p>3.2. SEE 1.2</p>	
		<p>3.3. SEE 1.3</p>	<p>3.3. SEE 1.3</p>	<p>3.3. SEE 1.3</p>	<p>3.3. SEE 1.3</p>	<p>3.3. 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 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>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. - Lack of understanding of the importance of silent reading in increasing student understanding of content material. -Not all teachers encourage silent reading of the content text, as they feel the textbook is too difficult for students to read independently. -Teachers are at various skill levels in utilizing strategic reading strategies in classroom instruction. -Inconsistency in letting students take the time to read the text silently, as there is a concern that it takes up too much class time.</p>	<p>4.1. See Reading Goal 1.1, 1.2, 1.3</p>	<p>4.1. See Reading Goal 1.1, 1.2, 1.3</p>	<p>4.1. See Reading Goal 1.1, 1.2, 1.3</p>	<p>4.1. See Reading Goal 1.1, 1.2, 1.3</p>		
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<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 64 points to 66 points	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	64 points	66 points					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							

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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. -Lack of common planning time. -Teachers are at varying levels of understanding of the ELA vocabulary standards. - Teachers are at varying levels of understanding of the types of vocabulary items that complement content instruction. -PLC meetings do not include discussion of leveled vocabulary development and assessment for content instruction. -PLC meetings do not include the development of vocabulary instructional activities for upcoming lessons. -Administrators and support staff are at varying skill levels with identifying</p>	<p>5A.1. See Reading Goal 1.1, 1.2, 1.3</p>	<p>5A.1. See Reading Goal 1.1, 1.2, 1.3</p>	<p>5A.1. See Reading Goal 1.1, 1.2, 1.3</p>	<p>5A.1. See Reading Goal 1.1, 1.2, 1.3</p>		
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	appropriate levels of vocabulary development.						
Reading Goal #5A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percent of Black students scoring satisfactory on the 2013 FCAT/ FAA will increase from 41% to 47%.							
The percent of Hispanic students scoring satisfactory on the 2013 FCAT/ FAA will increase from 37% to 43%.							
The percent of Asian students scoring satisfactory on the 2013 FCAT/ FAA will increase from 85% to 87%.							
	White: Y Black:41 Hispanic:37 Asian:85 American Indian: N/A	White: Black:47 Hispanic:43 Asian:87 American Indian:N/A					
	5A.2. 5A.3.	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1. See Reading Goal 1.1, 1.2, 1.3	5B.1. <u>Strategy:</u> See Reading Goal 1.1, 1.2, 1.3	5B.1. See Reading Goal 1.1, 1.2, 1.3	5B.1. See Reading Goal 1.1, 1.2, 1.3	5B.1. See Reading Goal 1.1, 1.2, 1.3		
<u>Reading Goal #5B:</u> The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT/FAA will increase from 37% to 43%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37%	43%					
		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		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of CALLA is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a</p>	<p>5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <u>Cognitive Academic Language Learning Approach (CALLA)</u> strategy across Reading, Language Arts, Math, Social Studies and Science. <u>Action Steps</u> -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to</p>	<p>5C.1 <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.</p>	<p>5C.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with PSLT team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1 -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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	CALLA fidelity check walk-through.	<p>all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>					
<p><u>Reading Goal #5C:</u></p> <p>The percent of ELL students scoring satisfactory on the 2013 FCAT/ FAA will increase from 14% to 23%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	14%	23%					

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	<p>5C.2. -Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p>	<p>5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL. <u>Action Steps</u> -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide</p>	<p>5C.2. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the CRISS walkthrough form</p>	<p>5C.2 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.2 -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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	<p>5C.3 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators</p>	<p>professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.</p>					
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	<p>at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessionals.</p>						
		<p>5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>5C.3 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>5C.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3 <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests</p>		

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	<p>5C.4 -Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.4 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 <u>Plan-Do-Check-Act model</u> to structure their way of work for ELL students.</p> <p><u>Action Steps</u> -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching</p>	<p>5C.4 <u>Who</u> -School based Administrators -ESOL Resource Teachers -PLC Facilitators</p> <p><u>How</u> PLC logs (with specific ELL information) for like courses/grades.</p>	<p>5C.4 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.4 -FAIR -CELLA</p> <p><u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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		<p>strategies (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies.</p> <p>-PLCs generate SMART goals for ELL students for upcoming units of instruction.</p> <p>-PLCs/ teachers plan for upcoming lessons/units using targeted CALLA and A+ Rise strategies and Differentiated</p>					
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		<p>Instruction strategies based on ELLs needs in the areas of listening/ speaking, reading and writing.</p> <p>-PLCs/teachers plan for accommodations for core curriculum content and assessment.</p> <p>-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.</p> <p>-Based on the data, PLCs/ teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction binders.</p>					
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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <u>consistent implementation of students' IEP</u> goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
<p><u>Reading Goal #5D:</u> The percent of SWD students scoring satisfactory on the 2013 FCAT/ FAA will increase from 21% to 29%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	21%	29%					
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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
Analyzing Student FAIR Data	Grades 9-12	Reading Coach District / Secondary Reading Team	Reading teachers and content area teachers	Early release Oct., Jan. and April	Administrator will review Reading and LA PLC logs to monitor the analysis of student data to inform instructional decisions.	Principal and Administrative Team
Vocabulary Acquisition Strategies	Grades 9-12	Reading Coach and DHs District Secondary Reading team	All teachers school wide	PLC meetings scheduled every two weeks Demonstration classrooms/ teachers scheduled October 2012-May 2013	Administrative walk-throughs to observe vocabulary acquisition strategies	Principal and Administrative Team

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Fluency Strategies and Analysis of Student Fluency Data	Grades 9-12	Reading Coach District Secondary Reading team	Reading Teachers	PLC meetings scheduled every two weeks and on one half day per month.	Administration walk- through to observe fluency practice.	Principal and Administrative Team
ELL Strategies	Grades 9-12	DRT	ERTs/Bilingual Education Paraprofessionals	ERTs Quarterly Bilingual Education Paraprofessionals- Early Release Days	DRTs in schools conducting fidelity checks	ELL Program Supervisor
AVID strategies Training	Grades 9-12	AVID Site Team Members	All teachers school wide	At Monthly Faculty Meetings	Administrators will conduct targeted walk-throughs to monitor	Principal, Administrative Team, Avid Site Team
Book Study; “Complex Text”	Grades 9-12	Reading Dept Head	All teachers school wide	Ongoing every Wednesday	Administrators will conduct targeted walk-throughs to monitor	Principal and Administrative Team
PLC’s	Grades 9-12	Reading	Reading Department	Ongoing Twice a month	PLC meeting minutes turned into APC	Reading Dept. head and APC
Book Study; “Making Thinking Visible”	Grades 9-12	Science Dept. Head	All teachers school wide	11/29/12, 12/6/12	Teachers had to do follow up Activities	Science Dept. Head

End of Reading Goals

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

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
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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		

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<p>Alg1. Students scoring proficient in Algebra (Levels 3-5).</p>	<p>I.1. Lack of common planning time -Teachers across content areas are at varying levels of understanding of the ELA standards - Teachers across content areas are at varying levels of understanding of the use of cognitive complexity in crafting questions - PLC meetings across content areas do not regularly and consistently include discussion of cognitive complexity and the crafting of higher order questioning strategies for upcoming lessons. - PLC meetings across content areas do not regularly and consistently practice recognizing</p>	<p>I.1. <u>Strategy:</u> Students’ comprehension of course content/ standards increases through participation in higher order thinking questioning techniques/ Costa’s higher order/Webb’s Depth of Knowledge to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. <u>Action Steps:</u> <u>Teacher PD for General Higher Order</u> -Teachers attend school-based professional development</p>	<p>I.1. -Principal -AP -Instructional Coach(es) -Subject Area Leaders/ Department Heads -Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school’s SIP strategies.</p>	<p>I.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students’ individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective higher order activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p>	<p>I.1. <u>2x per year</u> Math Formative -EOC <u>Semester Exams</u> <u>During the Nine Weeks</u> -Chapter Tests -Benchmark mini assessments <u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit) -Projects</p>		
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	<p>cognitive complexity levels of classroom activities. -PLCs across content areas do not regularly and consistently craft appropriately leveled cognitive tasks. - Administrators and support staff are at varying skill levels with identifying appropriate levels of cognitively complex lessons.</p>	<p>activities on higher order questioning strategies and apply those strategies in the classroom. -The Instructional Coach (es) and Resource Teachers provide support in higher order strategies during the first and second semester using strategies from “Teach Like a Champion” book. <u>Teacher PD for AVID Coordinator</u> <u>Professional Development</u> <u>Support for Costas</u> -AVID instructors provide staff development in faculty/PLC/site team meetings in the appropriate use of Costas questioning techniques. -PLCs collaborate with AVID site teams to enhance their skill level using student Costas questioning techniques. <u>Planning/PLCs Before the Lesson</u> -PLCs identify the common assessment for the upcoming unit of</p>		<p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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	<p>instruction. PLCs answer the question “How do we know if they have learned it?”</p> <p>-Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons.</p> <p>Do/Check <u>Teachers in the Classroom</u></p> <p>-During the lesson, teachers frequently ask higher order questions. The teacher responds to students’ correct answers by probing for higher-level understanding in an effective manner.</p> <p>-During the lesson, teachers successfully engage all students</p>						
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	<p>in the discussion.</p> <ul style="list-style-type: none"> -Students formulate many of the high-level questions and ensure that all voices are heard. -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. <p>-At the end of the unit, teachers administer the common assessment.</p> <p>Check/Act <u>PLCs After the Common Assessment</u></p> <ul style="list-style-type: none"> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. -After the 					
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	<p>assessment, teachers provide timely feedback and students use the feedback to enhance their learning.</p> <p><u>Administrators/Leadership Team</u></p> <p>-Through walkthroughs teachers are identified that excel in higher order thinking questioning techniques/Costa's higher order/ Webb's Depth of Knowledge in order to set up demonstration classrooms.</p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms. (EET 4e)</p> <p>-PLC Facilitators/ Subject Area Leaders/ Department Heads put higher order thinking questioning techniques/Costa's higher order/ Webb's Depth of Knowledge questions on every agenda, allowing teachers to share</p>					
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		<p>successes and challenges. -The higher order strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><u>Whole Faculty</u> -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase higher order thinking effective strategies.</p>					
<p><u>Algebra Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 34% to 36%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>34%</p>	<p>36%</p>					

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		<p>1.2. Lack of common planning time -Teachers across content areas are at varying levels of understanding of the ELA standards - Teachers across content areas are at varying levels of understanding of the use of cognitive complexity in crafting questions - PLC meetings across content areas do not regularly and consistently include discussion of cognitive complexity and the crafting of higher order questioning strategies for upcoming lessons. - PLC meetings across content areas do not regularly and consistently practice recognizing cognitive complexity levels of classroom activities. -PLCs across content areas do not regularly and consistently craft appropriately leveled cognitive tasks.</p>	<p>1.2. <u>Strategy</u> Students' comprehension of course content/ standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of <u>student engagement</u> is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the <i>Student Engagement Rubric</i> (See School Improvement Icon on IDEAS for a copy of this tool.)) This strategy focuses on the following components in engagement: -Activities and assignments: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breadth. --are highly intellectual and promote significant learning. -Grouping of students are: -- productive and fully appropriate to the students or to the instructional purposes</p>	<p>1.2. <u>Who</u> -Principal -Assistant Principals -Reading Coach - Department Chairs -PLC Facilitators -School and Reading Leadership Teams <u>How</u> - Administrators will conduct walk-throughs of PLC activities with teachers -PLC logs turned into administration. Administration provides feedback. -District Pop In forms will be used as the monitoring tool. Monitoring data will be reviewed every nine weeks. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/ course. -Teachers chart their students' individual progress towards mastery. <u>PLC/Department Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/ course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective <u>student engagement</u> activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains</p>	<p>1.2. 2x per year Math Formative -EOC Semester Exams During the Nine Weeks -Chapter Tests -Benchmark mini assessments</p>	
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		<p>- Administrators and support staff are at varying skill levels with identifying appropriate levels of cognitively complex lessons.</p>	<p>of the lesson. --influenced by the students information or adjustment. -Instructional Materials and resources are: --suitable to the instructional purposes and engage students mentally. --initiated by student choice, adaptation, or creation of materials to enhance their learning. --supplemented when better suited to engaging students in deep learning. -Structure and pacing are: --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson.</p> <p>Action Steps: Plan <u>Teacher PD</u> -Teachers attend school-based professional development activities on engagement and apply those strategies in the classroom. -The Instructional Coach(es) provide</p>		<p>a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers</p>		
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		<p>support in <u>student engagement</u> training during the first and second semester to all teachers using the “Teach Like a Champion” book.</p> <p><u>PLCs Before the Lesson</u> -PLCs discuss best practices for student engagement outlined in this strategy and on the rubric. -PLCs discuss how to use the student engagement rubric. -Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g., manipulatives, technology, supplemental reading, speakers, real world connections) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, “How do we know if they have learned it?”</p> <p>Do/Check <u>Teachers in the Classroom</u> - Teachers use engagement tools in the classroom to enhance deep learning. -Teachers recognize the critical distinction between a classroom</p>				
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		<p>in which students are compliant and busy. -Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. -Teachers reflect on students' engagement by utilizing the Student Engagement Rubric on a regular basis. -At the end of the unit, teachers administer the common assessment. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning.</p> <p>Check/Act <u>PLCs After the Common Assessment</u> -Teachers bring their Engagement Rubrics back to the PLCs for discussion. -Teachers bring their common assessment data back to the PLCs. -Based on the data (Engagement Rubric and common</p>				
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		<p>assessment), teachers reflect on their own teaching. -Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons.</p> <p><u>Administrators/ Leadership Team</u> -Through walkthroughs teachers are identified that excel in student engagement in order to set up demonstration classrooms. -Classroom coverage is provided for teachers to attend demonstration classrooms. -PLC Facilitators/ Subject Area Leaders/ Department Heads put student engagement on every agenda, allowing teachers to share successes and challenges. -The student engagement strategy is on the Leadership Team’s agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><u>Whole Faculty</u> -Throughout the school year, teachers will</p>				
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			participate in faculty SIP Reviews where teachers showcase student engagement effective strategies.				
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		<p>1.3. Lack of common planning time -Teachers across content areas are at varying levels of understanding of the ELA standards - Teachers across content areas are at varying levels of understanding of the use of cognitive complexity in crafting questions - PLC meetings across content areas do not regularly and consistently include discussion of cognitive complexity and the crafting of higher order questioning strategies for upcoming lessons. - PLC meetings across content areas do not regularly and consistently practice recognizing cognitive complexity levels of classroom activities. -PLCs across content areas do not regularly and consistently craft appropriately leveled cognitive tasks.</p>	<p>1.3. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students’ comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping: -Homogeneous/Cluster Ability Grouping -Heterogeneous/Mixed Ability Grouping -Individualized Work/Independent Study -Whole Class Instruction -Pairs or Partners Action Steps Plan <i>Teacher PD</i> -As a professional development activity, teachers participate in a school-wide book study using <i>Successful Teaching in the Differentiated Classroom</i>. <i>Teacher Planning</i></p>	<p>1.3. Who -Principal -Assistant Principals -Reading Coach - Department Chairs -PLC Facilitators -School and Reading Leadership Teams How - Administrators will conduct walk-throughs of PLC activities with teachers -PLC logs turned into administration. Administration provides feedback. -District Pop In forms will be used as the monitoring tool. Monitoring data will be reviewed every nine weeks. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p>	<p>1.3. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students’ individual progress towards mastery. PLC/Department Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective Differentiated Instruction activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains</p>	<p>1.3. <u>2x per year</u> Math Formative -EOC Semester Exams <u>During Grading Period</u> -Teacher made assessment - End-of-unit/segment tests -Teacher generated assessments</p>	
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		<p>- Administrators and support staff are at varying skill levels with identifying appropriate levels of cognitively complex lessons.</p>	<p>-Using data from previous assessments and daily classroom performance/ work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. Specifically, PLCs use the checklist/ self-assessment from <i>Successful Teaching in The Differentiated Classroom</i> to plan their lessons (See Appendix for checklist): Do I give my students: --Different ways to take in information --Different amounts of time to complete the work --Different assignments depending on ability, readiness, comprehension level, learning preferences/ styles, and interests. --Different types of assessments For all students, do I: --Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study. --Create a variety of activities and tasks that allows students to explore concepts and standards in different ways.</p>		<p>a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers</p>		
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			<p>-Give students choices in some of their learning activities.</p> <p>For High Performing, Gifted, Honors and Advanced Students, do 1:</p> <p>--Make modifications to ensure students are challenged with higher-level thinking activities.</p> <p>-Use curriculum compacting, independent study, and extension activities where appropriate</p> <p>For Lower Ability and Students with Learning Difficulties:</p> <p>-Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas.</p> <p>For English Language Learners:</p> <p>--Use gestures, visuals and graphic organizers when explaining concepts</p> <p>-Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.</p> <p>-Recognize cultural/ experiential differences, and when feasible includes these in units and examples.</p> <p>-Teachers use student data (formative assessments, common</p>				
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		<p>assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom.</p> <p>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, “What do we want students to learn?”</p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, “How do we know if they have learned it?”</p> <p>Do/Check <u>Teachers in the Classroom</u> -Teachers implement lessons using Differentiated Instruction activities. -At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers bring their</p>				
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			<p>common assessment data to their PLCs. -Based on the data, teachers reflect on their own teaching. -PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. -Using the data, effective Differentiated Instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. -Based on the data, teachers plan future Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students.</p> <p><u>Administrators/ Leadership Team</u> -Through walkthroughs teachers are identified that excel in Differentiated Instruction strategies and techniques in order to set up demonstration classrooms. -Classroom coverage is provided for teachers to attend demonstration</p>				
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			<p>classrooms.</p> <p>-PLC Facilitators/ Subject Area Leaders/ Department Heads put Differentiated Instruction strategies and techniques on every agenda, allowing teachers to share successes and challenges.</p> <p>- Differentiated Instruction strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><u>Whole Faculty</u> -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase gradual release strategies and techniques.</p>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1. SEE Math Goal 1.1	2.1. SEE Math Goal 1.1	2.1. SEE Math Goal 1.1	2.1. SEE Math Goal 1.1	2.1. SEE Math Goal 1.1		
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 6% to 8%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6%	8%					
	2.2.	2.2. SEE Math Goal 1.2	2.2. SEE Math Goal 1.2	2.2. SEE Math Goal 1.2	2.2. SEE Math Goal 1.2	2.2. SEE Math Goal 1.2	
		2.3 SEE Math Goal 1.3	2.3 SEE Math Goal 1.3	2.3 SEE Math Goal 1.3	2.3 SEE Math Goal 1.3	2.3 SEE Math Goal 1.3	

End of Algebra EOC Goals

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High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>HS Mathematics Goal A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1		
<u>HS Mathematics Goal B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Y Black: Y Hispanic: Y Asian: Y American Indian: Y	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>3C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implement of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrato</p>	<p>3C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy in math. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback,</p>	<p>3C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction"</p>	<p>3C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with MTSS team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>3C.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Common assessments (pre, post, mid, section, end of unit)</p>		
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	<p>rs at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data math teachers differentiate</p>				
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		instruction to remediate/enhance instruction.					
<u>HS Mathematics</u> <u>Goal C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 22% to 30%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22%	30%					
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:							
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		

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<u>HS Mathematics</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
<u>Goal D:</u>	<u>Level of</u>	<u>Level of</u>					
N/A	<u>Performance:*</u>	<u>Performance:*</u>					
	n/a	n/a					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
E. Economically Disadvantaged students not making satisfactory progress in mathematics.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>HS Mathematics Goal E:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math End of Course Assessments	Algebra Geometry	APC	Algebra and Geometry Teachers	Prior to the administration of the test	EOC testing	APC
Analyzing first semester exams	Algebra Geometry	Math DH APC	Algebra and Geometry Teachers	After the administration of the test	PLC logs	APC
Hands-On Activities	Grades 9-12	Math DH	Math Departmental PLCs	2 half-days in the fall	Administrators conduct targeted walk-throughs to monitor Hands-On Activity implementation	Administration Team
Technology	Grades 9-12	Math DH and Technology Specialist	District-wide	Preplanning Professional Development	Administrators conduct targeted walk-throughs to monitor technology implementation	Administration Team Technology Specialist
PLC	Grades 9-12	APC and Teachers who attended District-level course on PLC Facilitation during the summer	School-wide	Rolling Faculty meetings in October	Administrators conduct targeted walk-throughs to monitor PLC implementation PLC logs	APC
AVID strategies Training	Grades 9-12	AVID Site Team Members	All teachers school wide	At Monthly Faculty Meetings	Administrators will conduct targeted walk-throughs to monitor	Principal, Administrative Team, Avid Site Team
Book Study Complex Text	Grades 9-12	Reading Dept Head	All teachers school wide	Ongoing every Wednesday	Administrators will conduct targeted walk-throughs to monitor	Principal and Administrative Team
Book Study; "Making Thinking Visible"	Grades 9-12	Science Dept. Head	All teachers school wide	11/29/12, 12/6/12	Teachers had to do follow up Activities	
IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist

End of Mathematics Goals

Writing/Language Arts Goals

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

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<p>2. Students achieving above proficiency (FCAT Level 4.0 – 6.0 in writing)</p> <p>Writing Goal #2:</p>	<p>2.1. Teachers and students lack ongoing monitoring of progress in writing (skills)</p>	<p>2.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through teachers using the Continuous Improvement Model with core curriculum. School will implement embedded writing assessments in the core curriculum and monthly/ongoing formative writing assessments to monitor student progress/improvement.</p> <p><u>Action Steps</u></p> <p>1. Based on baseline data, PLCs write 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 writing prompt.)</p> <p>2. As a Professional Development activity PLCs participate in</p>	<p>2.1. <u>Who</u></p> <ul style="list-style-type: none"> -Principal -APC -/DH -LA PLCs <p><u>How</u></p> <ul style="list-style-type: none"> - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing evidence of student portfolios, embedded assessments, daily learning activity tied to instruction, use of formative assessments, and student engagement in reflection. - Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs -HCPS Informal Observation Pop-In Form (EET tool). - Springboard Walk-Through Observation Form 	<p>2.1. 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.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>First Nine Week Check</u> Operational</p> <p><u>Second Nine Week Check</u> Operational</p> <p><u>Third Nine Week Check</u></p>	<p>2.1. <u>2-3x Per Year</u></p> <ul style="list-style-type: none"> - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric - Embedded writing assessments from the core curriculum - Student portfolios <p><u>During Nine Weeks</u></p> <ul style="list-style-type: none"> - Embedded writing assessments from the core curriculum 		
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		<p>discussions that share PLC data, trends, and best-practice instructional strategies. These discussions are held in both horizontal (across course) and vertical (across grade levels) groups.</p> <p>3. Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process.</p> <p>4. Students will complete scaffolded activities prior to required Embedded Assessments and teachers will share reflections of student growth or need in order to inform instruction.</p> <p>5. Teachers and students will engage in metacognitive reflection of embedded assessments to celebrate attainment of writing skills</p>					
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		<p>and goals and to identify continuing needs and adjust instruction.</p> <p>6. As a Professional Development activity, PLCs meet and discuss data in order to implement effective teaching strategies and lesson plans targeted to meet the needs of students.</p> <p>7. PLCs review nine week data, set a new goal for the following nine weeks.</p> <p>8. PLCs record their work in the PLC logs.</p>					
<p><u>Writing/LA Goal #1:</u></p> <p>In grade 10, the percentage of All Curriculum students scoring a Level 4 or higher on the 2012 FCAT Writing will increase from 90% to 92%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>90%</p>	<p>92%</p>					

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<p>Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012</p>		<p>1.2. -Improve the teaching of reading skills of Language Arts teachers. -Become more proficient at pacing and teaching Springboard lessons.</p>	<p>1.2 Strategy Students' reading, writing, language, and listening /speaking skills improves through engagement in college and career preparatory lessons/activities/tasks that promote high levels of thinking.</p> <p>Action Steps <u>Within PLCs</u> <u>Before the unit</u> -Create norms. -Unpack an assessment and rubric. -Set SMART goals for the unit of instruction. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?) -Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment. -Reflect on barriers and successes from the year before. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit. -Decide on common terminology to use with students and during PLC discussions. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Decide on which vocabulary terms need to be taught during the unit. -Discuss the student's curriculum checklist. -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.</p> <p><u>During the unit</u> -Determine: --What is working? --Is there a need to enrich the instruction? How? --What isn't working? --Is there a need to supplement the instruction? How? --Are the needs of our ELL/SWD being met? --How can civics be added into instruction? --Is there a need for a demonstration classroom and/or teacher swap? -Conduct a pacing check. -Bring anchor activities (artifacts) to assess student understanding.</p>	<p>1.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>
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		<p>1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.3. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it? Actions/Details -Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCs turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.3 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.3. During the Grading Period Common assessments (pre, post, mid, section, end of unit)</p>
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Writing/Language Arts Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)</p>						
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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
Differentiated Instruction	Grades 9-12	PLC Facilitators Writing Coach Department Heads	Grade level PLCs Language Arts PLCs	PLC meetings every two weeks	Administrative walk-through to monitor Differentiated Instruction	Administration Team
Bi-weekly writing through English Classes	Grades 9-12	Eng Dept. Heads	Grade level PLCs Language Arts PLCs	PLC meetings every two weeks	PLC's review Writing data and is submitted to English Supervisor	English Dept. Head
PLC meetings	Grades 9-12	DHs	Language Arts PLCs	ongoing	PLC logs turned into administration	Administration Team
Springboard Pacing	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Book Study; "Making Thinking Visible"	Grades 9-12	Science Dept. Head	All teachers school wide	11/29/12, 12/6/12	Teachers had to do follow up Activities	Science Dept. Head

End of Writing

Attendance Goal(s)

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

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Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of parental involvement	1.1. 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 need of support beyond school wide attendance initiatives	1.1. <u>Who</u> -AP -Social Worker -Guidance Counselors <u>How</u> Attendance Committee meetings every 20 days with appropriate reports	1.1. Administration Team and subset of PSLT will examine data monthly	1.1. Attendance Report Tardy Report Attendance Plan		

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<p>Attendance Goal #1:</p> <p>1. The attendance rate will increase from 93% in 2011-2012 to 94% in 2012-2013.</p> <p>2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>93.88%</p>	<p>94%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>323</p>	<p>250</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>342</p>	<p>250</p>					

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	<p>1.2. See 1.1</p>	<p>1.2. When a student reaches 15 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. SEE 1.1</p>	<p>1.2. SEE 1.1</p>	<p>1.2. SEE 1.1</p>	<p>1.2.</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. <u>Who</u> -AP <u>How</u> -Random check of EdLine postings</p>	<p>1.3. SEE 1.1</p>	<p>1.3. EdLine</p>	<p>1.3.</p>	

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	1.4. SEE 1.1	1.4. The Attendance Committee will monitor perfect attendance on a monthly basis. Students with perfect attendance for the school year will be eligible for a drawing to win an IPOD.	1.4. <u>Who</u> AP, attendance committee <u>How</u> Attendance committee will review attendance data at their monthly meetings.	1.4. Attendance committee will review monthly attendance data for trends in attendance percentages.	1.4. Perfect attendance by grade and homeroom report.		
		Students with habitual absences will meet with AP and social worker and be assigned a mentor.	<u>Who</u> AP, attendance committee <u>How</u> AP and social worker will review weekly attendance of students with attendance intervention forms.	1.5 Administration Team and attendance committee.	1.5 Attendance Report		

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
	Attendance Plan	Administrators	AP	At Administrator staff meeting	August/September	Review plan and student data every 20 days	AP
EdLine	Grades 9-12	AP	As needed	On-going	Random check of EdLine postings	AP	

End of Attendance Goals

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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		
<p>1. Suspension</p>	<p>1.1. - Increase in student enrollment - Increase in new faculty - Lack of teacher resolution prior to referral</p>	<p>1.1. - Increase teacher initiated intervention - Increased use of outside resources (AVID, Migrant, Coaches, Social Workers, and Psych. - PLC w/student teachers to discover triggers - Utilize school/ student leaders and groups</p>	<p>1.1. <u>Who</u> Teachers APSA <u>How</u> - Monitor referrals - Monitor in-class interventions prior to referrals - Maintain strong discipline support culture</p>	<p>1.1. - Chart to see decrease in overall number of referrals - Chart to see increase in alternative behavioral interventions - Chart to see shared PLC data w/faculty during each 9 wks</p>	<p>1.1. - During 9 week period chart to see overall number of referrals - Chart referrals</p>		

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<p><u>Suspension Goal #1:</u> <u>Suspension Goal #1:</u> 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>747</p>	<p>672</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>380</p>	<p>342</p>					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p>391</p>	<p>352</p>					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	234	211					
	1.2. 1.3.	1.2. Student of the month recognition for students who have demonstrated an improvement in their behavior	1.2. Student government and Mrs. Weatherspoon	1.2. -Chart to see decrease in overall number of referrals	1.2. Edconnect	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Classroom Management Training	Grades 9-12	District Trainer	All teachers (voluntary)	Assigned in PDS	Suspension rate/number of referrals written	Assistant Principal

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End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>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></p>	<p>i.1. Entering overage freshman who have already been retained twice before entering high school. Lack of parental support</p>	<p>i.1. Guidance counselors meet with students to create action plan that will help them get on target for graduation.</p>	<p>i.1. APSA, guidance counselors</p>	<p>i.1. PSLT will review Edline for “at risk” students, track credits on transcripts, Guidance reviews action plan of “at risk” students once a month.</p>	<p>i.1. Action Plan</p>		
<p>The number of students who dropped out will decrease from 16% in 2012 to 11% in 2013. The graduation rate will increase from 84% in 2011 to 89% in 2012</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p>16%</p>	<p>11%</p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p>84%</p>	<p>89%</p>					

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	1.2. 1.3.	1.2.	1.2. Students not on track for graduation have been assigned a mentor that will meet with them twice a month to track their progress on their action plan.	1.2.-APSA, guidance counselors	1.2. Administration reviews Mentor Logs at the end of each nine weeks	1.2. Mentor Logs	
		1.3	1.3 Student not on track have been assigned mandatory lunch time tutoring in the classes they are failing for the second and third nine weeks.	1.3 APSA	APSA will monitor tutoring attendance and check progress in their academic classes.	Edline and progress reports	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI district training	9-12	District Facilitator	PSLT	12/3/12	Create Electronic Data wall	Drop Out Prevention Specialist

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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		
1. Health and Fitness Goal	1.1.	1.1. High School students will engage in a minimum of two semesters of physical education in grades 9-12.	1.1 Principal Guidance Counselors APC	1.1. Checking of student schedules	1.1. Student schedules Master schedule		

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<p>Health and Fitness Goal #1:</p> <p>During the 2013-2013 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>50</u>% on the Pretest to <u>60</u>% on the Posttest.</p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>					
	<p>50%</p>	<p>60%</p>					
			<p>1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team. Schools can personalize this objective by listing initiatives that the HEART team will implement</p>	<p>1.2. Physical Education staff</p>	<p>1.2. Health and physical activities initiatives will be developed and implemented by the physical education staff.</p>	<p>1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health</p>	
			<p>1.3. Five physical education classes per week for a minimum of two semesters in grades 9-12 with a certified physical education teacher.</p>	<p>1.3. Physical Education Teacher</p>	<p>1.3. Classroom walk-throughs of PE classes by principal.</p>	<p>1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	

Health and Fitness Goals Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning</p>						
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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 PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Continuous Improvement Goal(s)

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

Additional Goal(s) Based on the analysis of school data, identify and define areas in need of improvement:	Problem-Solving Process to Increase Student Achievement						
	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. Continuous Improvement Goal</p>	<p>1.1 - Not enough time to meet</p>	<p>1.1 PLCs will meet during lunch for additional time</p>	<p>1.1 <u>Who</u> Administration <u>How</u> - Administration will review PLCs logs and provide feedback.</p>	<p>1.1 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.1 PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>		
<p><u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/assessments that improve student performance (Commitment to continuous improvement)” will increase from 75% in 2012 to 85% in 2013.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>75%</p>	<p>85%</p>					
		<p>1.2 - Not all staff is trained in PLCs. - PLC Facilitators/ Subject Area Leaders are not all trained to lead PLCs. - Difficulty making the transition for keeping meetings curriculum and student focused.</p>	<p>1.2 <u>Key staff will provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/subject area/ Department PLCs</u></p>	<p>1.2 <u>Who</u> Principal and trained staff members <u>How</u> - Administration will review PLCs logs and provide feedback.</p>	<p>1.2 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.2. PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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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
PLCs	Grades 9-12	Teachers who have received District training	School-Wide	Preplanning-July 17 Faculty meetings in September and October	Administration walk-throughs of PLC meetings	Administration DHs

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).	A.1.	A.1. See Reading Goal 5D.1	A.1.	A.1.	A.1.		
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<p><u>Reading Goal A:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>n/a</p>	<p>n/a</p>					
		<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	
		<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	
<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>B.1.</p>	<p>B.1. See Reading Goal 5D.1</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>		
<p><u>Reading Goal B:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>n/a</p>	<p>n/a</p>					

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.	
<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from <u>75</u>% to <u>77</u>%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					

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	75%					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
D. Students scoring proficient in Reading.	2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.	
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>22</u> % to <u>24</u> %.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	22%					
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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<p>E. Students scoring proficient in Writing.</p>	<p>2.1.</p>	<p>2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p>CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from <u>40</u> % to <u>42</u> %.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>40%</p>					

NEW Math Florida Alternate Assessment Goals

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

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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>F.1. Strategy SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>F.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>F.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>F.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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<p>Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>n/a</p>	<p>n/a</p>					
		<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	
		<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	<p>G.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>G.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals. strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>G.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>G.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>G.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)</p>		
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<u>Mathematics Goal</u> G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	n/a	n/a						
		G.2.	G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	G.3.	

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
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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		
H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1. See Math Goals1 .1, 1.2, 1.3	1.1.	1.1.	1.1.		
<u>Geometry Goal H:</u> The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 72% to 74%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	72%	74%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>I. Students scoring in the upper third on Geometry.</p>	2.1.	2.1. See Math Goals1 .1, 1.2, 1.3	2.1.	2.1.	2.1.		
<p>Geometry Goal I: The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 33% to 36%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	33%	36%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

<p>Elementary, Middle and High Science Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
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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		

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<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>J.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>J.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>J.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>J.1.</p>		
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Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>n/a</i>	<i>n/a</i>					

NEW Biology End-of-Course (EOC) Goals

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

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

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K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1. SEE Math goals 1.1, 1.2, 1.3	1.1.	1.1.	1.1.		
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 69% to 71%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69%	71%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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L. Students scoring in upper third in Biology.	2.1.	2.1. SEE Math goals 1.1, 1.2, 1.3	2.1.	2.1.	2.1.		
<u>Biology Goal L:</u> The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 42% to 44%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42%	44%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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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		
<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	<p>M.1. -Need to provide a school organization structure and procedure for regular and on-going review of students’ IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>M.1. Strategy SWD student achievement improves through the effective and consistent implementation of students’ IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students’ IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>M.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>M.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>On-going writing prompts and assessments</p>		

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Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	n/a	n/a					
	M.2. M.3.	M.2.	M.2.	M.2.	M.2.	M.2.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
Project-based learning	9-12	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>CTE Goal #1:</p> <p>Sustain/Increase the number of Career Technical Student Organization chapters from <u> 2 </u> in 2011-2012 to <u> 3 </u> in 2012-2013.</p> <p>Increase the student membership from <u> 30 </u> in 2011-2012 to <u> 50 </u> in 2012-2013.</p>	1.1.	1.1. Increase student participation in CTSO competitions/ events.	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.	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
Establishing or growing a CTSO.	9-12	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

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End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Continuous Improvement Goal 1.1	Edline	\$1,500	
All goals	School Improvement Coordinator	\$1,000.00	\$1105.73
Attendance goal 1.4	Attendance Motivational Incentive - Purchase Ipods to be given to students who meet attendance goals.	\$1,990.00	\$1990.00

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

Math goal 1.1	Teacher mini-grant Calculus in Motion	\$250.00	\$250.00
Reading goals 1.1 and 1.2	Novels for Intensive reading class	\$199.75	\$199.75
ALL goals	Student of the month incentive-Tshirts	\$336.00	\$336.00
Final Amount Spent			