

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Armwood High School	District Name: Hillsborough County
Principal: Michael A. Ippolito	Superintendent: MaryEllen Elia
SAC Chair: Stacey Bruton	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.

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

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	Michael Ippolito	Masters Ed. Leadership	3	9	09/10 B,10/11 B, 11/12 TBA
Assistant Principal	Nicole Gallucci	Doctor of Education	8	11	09/10 C, 10/11 B, 11/12 TBA
Assistant Principal	Don Hill	Masters Ed. Leadership	18	8	09/10 C, 10/11 B, 11/12 TBA
Assistant Principal	Alice Gault	Masters Ed. Leadership	16	17	09/10 C, 10/11 B, 11/12 TBA
Assistant Principal	Marvin Bell	Masters Ed. Leadership	3	3	09/10 C, 10/11 B, 11/12 TBA

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)
Science	Christina Tanaka	Biology 6-12 Chemistry 6-12	4	2	09/10: D 52% 10/11: C
Reading	Natalia Gago	English6-12 Reading K-12	1	4	NA
Writing	Emme Moore	English 6-12	0	0	NA

Highly Qualified Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Teacher interview day	Area directors/principals	June 2012	
MAP Incentive Pay	Human Resources	June 2012	
District Performance Pay	Human Resources	June 2012	
Administrative Support Meetings with new teachers	Principal/APC	Monthly	
New teacher induction program	APC/Lead Teacher	Pre-planning/monthly	
Buddy Teacher Program	APC	Pre-planning	
Preparing new Educators	Administration and PNE support team	Monthly	
PNE Mentor Teachers	Assigned Mentor	Monthly	
USF College of Education Partnership for internships	USF Intern Coordinator/AHS Administration	Summer/Winter intern placements	

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.
15 out of field teachers	<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 twice per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <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.

Staff Demographics

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

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

*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
113	14% (16)	27% (31)	22% (25)	36% (41)	38% (43)	92% (104)	14% (16)	4% (5)	19% (22)

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

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
Stacy Wrenn	Maria Aceves	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Justin Bartlett	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Samantha Bedford	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Benjamin Faust	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Blanka Fuzvolgy	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Cranston Gittens	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Tyson Hyde	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Larry Jarmon	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Matt Jeckle	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Yahshae Mainer	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Steven Sinclair	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Lilas Sinwich	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Megan Smith	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Steffani Smith	EET Assigned	Coaching cycle, observations with feedback
Stacy Wrenn	Catherine Vaccarro	EET Assigned	Coaching cycle, observations with feedback

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

Stacy Wrenn	Stacy Wrenn	EET Assigned	Coaching cycle, observations with feedback
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Resource teachers provide intensive instruction additional instructional and support materials are purchased.
Title I, Part C- Migrant Migrant aid provides resources for families and instruction and tutoring for students.
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) Supplemental Academic Instruction is provided 1 day per week in reading, writing, and math.
Violence Prevention Programs Bullying Prevention Program and Anger Management counseling is incorporated into small group activities with the social worker.
Nutrition Programs Food Service provides healthy choices.
Housing Programs

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

Head Start
Adult Education
Career and Technical Education The following programs are offered through Career and Technical Education: Certified Nursing Assistant Business Technology Fashion Marketing Academy of Finance Culinary Arts Agriculture ROTC
Job Training Students are afforded the ability to work during the school day through On the Job Training.
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.
Armwood's RtI Team includes the LEAD team members-as well as Michael Ippolito, Dr. Nicole Gallucci, Nancy Hutek, Amy Weinstein, Julie Sands, Kelly Cheney, and Bonnie Woods.

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

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 LEAD Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The LEAD 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.

This is considered the main leadership team in our school. The LEAD Team will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, 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:
 - Tutoring during the day in small group pull-outs in reading, math and science
 - Extended Learning Programs during and after school
 - Intensive Reading and Math classes
- 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:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences

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.

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

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

- The LEAD Team and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2009-10 school year and during preplanning for the 2010-11 school year.
- The School Improvement Plan is the working document that guides the work of the LEAD Team. The large part of the work of the team is outlined in the *Blue Print For Academic Success for Armwood High School*.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the LEAD Team will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data. 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 LEAD Team will communicate with and support the PLCs in implementing the proposed strategies by assigning LEAD 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 LEAD Team.

MTSS Implementation

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

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, Writing Resource Teacher, Science Resource Teacher
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* of chapter/ segments tests using adopted curriculum resources	Subject Area Generated Database	Department Heads, individual teachers, Lead Team
Nine Week Exams	Subject Area Generated Excel Database	Department Heads, individual teachers, Lead Team
Semester Exams	Subject Area Generated Excel Database	Department Heads, individual teachers, Lead 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.

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

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

*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 PSLT 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.

Describe the plan to train staff on MTSS.
Training occurred during Preplanning via the School Social Worker and School Psychologist. Professional development opportunities offered through the Title 1 Office and Professional Development Office.

Describe plan to support MTSS.
Monthly meetings with Child Study Team, Teachers keep intervention logs documenting strategies used to assist student learning.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Resource
- Media Specialist
- 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 Subject Area Leaders

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 goals and strategies identified 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 instructional support is provided to all teachers.

Our LLT works with the administration on implementation of the school wide literacy plan, Blueprint, and follows up with teacher's mini lessons. The mini lessons focus on one FCAT reading strand per week. Then, our LLT meets to assess the effectiveness of the plan, evaluate mini lesson plans and discuss observations during walk throughs of mini lessons.

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas (Blueprint)
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

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

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, is offered annually through district-provided training. Mandatory follow-up is provided at the school site by the reading coach. Complementing the Project CRISS initiative is the inclusion of close reading lessons in the ELA, reading, and content area classrooms.

The reading coach is required as a part of her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model and the design and delivery of close reading lessons 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 close reading model lesson 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 close reading model lesson 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.

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 should have representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. 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.

All teachers are asked to follow our school wide literacy plan-Blueprint. Each week content area teachers focus on one FCAT strand, with department heads observing the lesson. Students will then take assessments twice a month on the Blueprint strands that were taught.

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.

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

*High Schools Only

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

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

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

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

Armwood 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 Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, Armwood High School will review new course offerings at the State and District Level to continue to offer rigorous and relevant coursework and to meet the State Standards.

Postsecondary Transition

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

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

Analysis of High School Feedback Report

Armwood has reflected over our *High School Feedback Report* Trends dated 2008-2010. The following is a summary from our annual analysis.

According to the High School report dated 2008-2010 Armwood's percentage of graduates completing a college prep curriculum has decreased from 63.2% to 54.1% over a three year period, a decrease of 9.1%. During that same time period, the district increased by 1.5% (64.2% - 65.7%) and the state by 2.3% (57.9% - 60.2%). Armwood's percentage of students who completed at least one AP or Dual Enrollment course increased from 36.4% to 42.4% over a three period. The percentage of students enrolled in Algebra I or equivalent prior to 9th grade has increased from 34.5% to 39.2%.

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

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:

- **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.

School-Level

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

- College Visits - Various college representatives visit Armwood 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.
- Hi-Tec Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
- 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.
- Through the AVID program, students are engaged in on-going college readiness activities.
- College Night – District offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework provided to graduation.

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		

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

<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1 Students have difficulty comprehending complex text Time/Pacing Content structure</p>	<p>1.1 Reading teachers will assist and support content area teachers to incorporate strategic reading practices <u>Action Steps</u> Align literacy with content through PLCs Teacher implement strategic reading practices into their lessons/content Reading teachers will assist, support and provide feedback to different content area teachers</p>	<p>1.1 <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches <u>How</u> Sign In sheets for trainings, classroom walk-throughs, Observation form</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 -Teachers chart their students' individual progress towards mastery. <u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's 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> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>1.11.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
<p><u>Reading Goal #1:</u> In grades 9-10, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Reading will increase from 34% to 37%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>34% (205)</p>	<p>37% (223)</p>					

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

		<p>1.2 Teachers are unfamiliar with identifying and/or writing higher order questioning lessons and assessments.</p>	<p>1.2 The purpose of this strategy is to strengthen the core curriculum. Student's reading comprehension will improve through the use of integrating reading across the curriculum</p> <p><u>Action Steps</u></p> <p>Reading teachers will work with curricular PLCs to plan reading strategies geared to target content relevant issues.</p> <p>Reading teachers will work with various curricular PLCs to plan lessons that implement specific scaffolding activities that are essential for successful higher order thinking</p> <p>Teachers participate in modeling, co-teaching, and demonstration classrooms to implement structures to engage students in "student accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.</p>	<p>1.2 <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, observation form</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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>1.2 <u>2-3x Per Year</u> FAIR Data</p> <p><u>During Grading Period</u> Mini Assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3 Content area teachers lack knowledge of how to successfully implement reading and writing</p>	<p>1.3 The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of implementing reading strategies and writing in all content area classes.</p> <p><u>Action Steps</u> AVID and/or Spring site team organizes professional development and usage of reading and writing as well as use of higher order thinking at the school site. As a Professional Development activity, teachers attend the training. As a Professional Development activity, teachers visit Demonstration classrooms that showcase effective use of implementing reading and writing. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling how to implement reading and writing in their lessons. In addition, PLCs collaborate with LA Springboard teachers and AVID teachers to enhance their skill level.</p>	<p>1.3 <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, Observation Forms</p>	<p>1.3 <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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>1.3 <u>2-3x Per Year</u> FAIR Data Semester Exams</p> <p><u>During Grading Period</u> Mini Assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. Teachers at varying levels of implementation of strategic shared reading.</p>	<p>2.1. To strengthen the core curriculum.</p> <p><u>Action Steps</u> Provide professional development in the process of implementing strategic shared reading in core academic areas.</p> <p>Teachers provide strategic shared reading to targeted students.</p>	<p>2.1. <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, observation form</p>	<p>2.1. <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.</p> <p><u>PLC level:</u> PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>2.1. <u>2-3x Per Year</u> Fair Data Semester Exams</p> <p><u>During Grading Period</u> Mini-Assessments</p>		

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

<u>Reading Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 9-10, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 13% to 15 %.							
	13% (91)	16% (109)					

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

		<p>2.2. Content area teachers lack knowledge of how to successfully implement reading and writing</p>	<p>2.2. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of implementing reading strategies and writing in all content area classes.</p> <p><u>Action Steps</u> AVID and/or Spring site team organizes professional development and usage of reading and writing as well as use of higher order thinking at the school site. As a Professional Development activity, teachers attend the training. As a Professional Development activity, teachers visit Demonstration classrooms that showcase effective use of implementing reading and writing. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling how to implement reading and writing in their lessons. In addition, PLCs collaborate with LA Springboard teachers and AVID teachers to enhance their skill level. As a professional development activity, teachers will attend lunch and learns focused on the</p>	<p>2.2. <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, observation forms</p>	<p>2.2. <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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>2.2. <u>2-3x Per Year</u> Fair Data Semester Exams</p> <p><u>During Grading Period</u> Mini-Assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			school wide literacy plan "Blueprint For Success" FCAT 2.0 strands				
		2.3 Teachers are unfamiliar with identifying and/or writing higher order questioning lessons and assessments.	2.3 The purpose of this strategy is to strengthen the core curriculum. Student's reading comprehension will improve through the use of integrating reading across the curriculum <u>Action Steps</u> Reading teachers will work with curricular PLCs to plan reading strategies geared to target content relevant issues. Reading teachers will work with various curricular PLCs to plan lessons that implement specific scaffolding activities that are essential for successful higher order thinking Teachers participate in modeling, co-teaching, and demonstration classrooms to implement structures to engage students in "student accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.	2.3 <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches <u>How</u> Sign In sheets for trainings, classroom walk-throughs, observation forms	2.3 <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; maintain their assessments in the on-line grading system; use the on-line grading system data to calculate the average unit assessment score for all their students per class/course; chart their students' individual progress towards mastery. <u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's 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> PLC Facilitator / Department Heads will share data with the Leadership Team.	2.3 <u>2-3x Per Year</u> Fair Data Semester Exams <u>During Grading Period</u> Mini-Assessments	

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

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

<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. Teachers at varying levels of implementation of strategic shared reading.</p>	<p>3.1. To strengthen the core curriculum. <u>Action Steps</u> Provide professional development in the process of implementing strategic shared reading in core academic areas. Teachers provide strategic shared reading to targeted students.</p>	<p>3.1. <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches <u>How</u> Sign In sheets for trainings, classroom walk-throughs, Pop In Form, <u>First Nine Week Check</u> <u>Second Nine Week Check</u></p>	<p>3.1. <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> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's 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> PLC Facilitator / Department Heads will share data with the Leadership Team. <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u></p>	<p>3.1. <u>2-3x Per Year</u> Fair Data Semester Exams <u>During Grading Period</u> Mini-Assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #3:</u> In grades 9-10, All Curriculum students making learning gain points on the 2012 FCAT Reading will increase from 60 to 63 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60 points	63 points					

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

		<p>3.2. Content area teachers lack knowledge of how to successfully implement reading and writing</p>	<p>3.2. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of implementing reading strategies and writing in all content area classes. <u>Action Steps</u> AVID and/or Spring site team organizes professional development and usage of reading and writing as well as use of higher order thinking at the school site; teachers visit Demonstration classrooms that showcase effective use of implementing reading and writing; teachers spend time sharing, researching, teaching, and modeling how to implement reading and writing in their lessons. In addition, PLCs collaborate with LA Springboard teachers and AVID teachers to enhance their skill level. As a professional development activity, teachers will attend lunch and learns focused on the school wide literacy plan "Blueprint For Success" FCAT 2.0 strands</p>	<p>3.2. <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches <u>How</u> Sign In sheets for trainings, classroom walk-throughs, Pop In Form, <u>First Nine Week Check</u> <u>Second Nine Week Check</u></p>	<p>3.2. <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 level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's 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> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>3.2. <u>2-3x Per Year</u> Fair Data Semester Exams <u>During Grading Period</u> Mini-Assessments</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>3.3. Teachers are unfamiliar with identifying and/or writing higher order questioning lessons and assessments.</p>	<p>3.3. The purpose of this strategy is to strengthen the core curriculum. Student's reading comprehension will improve through the use of integrating reading across the curriculum</p> <p><u>Action Steps</u></p> <p>Reading teachers will work with curricular PLCs to plan reading strategies geared to target content relevant issues.</p> <p>Reading teachers will work with various curricular PLCs to plan lessons that implement specific scaffolding activities that are essential for successful higher order thinking</p> <p>Teachers participate in modeling, co-teaching, and demonstration classrooms to implement structures to engage students in "student accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.</p>	<p>3.3. <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, observation forms</p>	<p>3.3. <u>Teacher Level:</u> See 3.2</p> <p><u>PLC level:</u> See 3.2</p> <p><u>Leadership Team Level:</u> See 3.2</p>	<p>3.3. <u>2-3x Per Year</u> Fair Data Semester Exams</p> <p><u>During Grading Period</u> Mini-Assessments</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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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. Teachers at varying levels of implementation of strategic shared reading.</p>	<p>4.1. To strengthen the core curriculum. <u>Action Steps</u> Provide professional development in the process of implementing strategic shared reading in core academic areas. Teachers provide strategic shared reading to targeted students.</p>	<p>4.1. <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches <u>How</u> Sign In sheets for trainings, classroom walk-throughs, observation forms</p>	<p>4.1. <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> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's 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> PLC Facilitator / Department Heads will share data with the Leadership Team. <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u></p>	<p>4.1. <u>2-3x Per Year</u> FAIR, Curriculum Benchmark tests <u>During Grading Period</u></p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 9-10, All Curriculum students in the bottom quartile making learning gain points on the 2012 FCAT Reading will increase from 73 to 76 points.							
	73 points	76 points					

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

		<p>4.2. Content area teachers lack knowledge of how to successfully implement reading and writing</p>	<p>4.2. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of implementing reading strategies and writing in all content area classes. <u>Action Steps</u> AVID and/or Spring site team organizes professional development and usage of reading and writing as well as use of higher order thinking at the school site. As a Professional Development activity, teachers attend the training. As a Professional Development activity, teachers visit Demonstration classrooms that showcase effective use of implementing reading and writing. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling how to implement reading and writing in their lessons. In addition, PLCs collaborate with LA Springboard teachers and AVID teachers to enhance their skill level. As a professional development activity, teachers will attend lunch and learns focused on the school wide literacy plan "Blueprint For Success"</p>	<p>4.2. <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches <u>How</u> Sign In sheets for trainings, classroom walk-throughs, Pop In Form, <u>First Nine Week Check</u> <u>Second Nine Week Check</u></p>	<p>4.2. <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 level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's 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> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>4.2. <u>2-3x Per Year</u> FAIR, Curriculum Benchmark tests <u>During Grading Period</u></p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>4.3 Teachers are unfamiliar with identifying and/or writing higher order questioning lessons and assessments.</p>	<p>FCAT 2.0 strands</p> <p>4.3. The purpose of this strategy is to strengthen the core curriculum. Student's reading comprehension will improve through the use of integrating reading across the curriculum</p> <p><u>Action Steps</u></p> <p>Reading teachers will work with curricular PLCs to plan reading strategies geared to target content relevant issues.</p> <p>Reading teachers will work with various curricular PLCs to plan lessons that implement specific scaffolding activities that are essential for successful higher order thinking</p> <p>Teachers participate in modeling, co-teaching, and demonstration classrooms to implement structures to engage students in "student accountable talk" to show, tell, explain, and prove reasoning during modeled instruction and guided practice.</p>	<p>4.3. <u>Who</u> APC, Department Heads, Principal, Reading Coach, Instructional Coaches</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, observation forms</p>	<p>4.3. <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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>4.3. <u>2-3x Per Year</u> FAIR, Curriculum Benchmark tests</p> <p><u>During Grading Period</u></p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1.	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.		
<u>Reading Goal #5A:</u> In grades 9-10, % of the following All Curriculum student subgroups will score a Level 3 or higher on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 43% Black:21% Hispanic: 32%	White: 46% Black: 24% Hispanic: 35%					

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

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1. Teachers at varying levels of implementation of Differentiated instruction (with the low performing students)</p>	<p>5B.1. To strengthen the core curriculum</p> <p><u>Action Steps</u> Based on FCAT data, classroom assessments, and student performance, PLCs determine quarterly calendar for teaching essential skills with a focus on integrating weekly reading strategies into the core curriculum.</p> <p>Provide instructional development in the process of implementing differentiated instruction in core academic areas.</p> <p>Teachers provide differentiated instruction to targeted students.</p> <p>Provide CRISS and other trainings.</p>	<p>5B.1. <u>Who</u> APC, Department Heads, Principal, Teachers</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, Pop In Form,</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>5B.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.</p> <p><u>PLC level:</u> PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>5B.1. <u>2-3x Per Year</u> FAIR Data</p> <p><u>During Nine Weeks</u> Mini Assessments Semester Exams</p>		

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

<p><u>Reading Goal #5B:</u> In grades 9-10, % Economically Disadvantaged <u>All Curriculum</u> students will score a Level 3 or above on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 10%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>28% (166)</p>	<p>31% (184)</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>		
<p><u>Reading Goal #5C:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					

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

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		

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Teachers at varying levels of implementation of differentiated instruction (with the low performing students)</p>	<p>5D.1. 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><u>Action Steps</u> Based on FCAT data, classroom assessments, and student performance, PLCs determine quarterly calendar for teaching essential skills with a focus on integrating weekly reading strategies into the core curriculum.</p> <p>Provide</p>	<p>5D.1. <u>Who</u> APC, Department Heads, Principal, ESE Specialist, Teachers</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, Pop In Form,</p>	<p>5D.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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCs's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>5D.1. <u>2-3x Per Year</u></p> <p><u>During the Grading Period</u> Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>instructional development in the process of implementing differentiated instruction in core academic areas.</p> <p>Teachers provide differentiated instruction to targeted students.</p> <p>Provide CRISS and other trainings.</p>					
<p><u>Reading Goal #5D:</u></p> <p>In grades 9-10, SWD standard curriculum students will score a Level 3 or above on the 2012 FCAT Reading Test or the percentage of non-proficient students will decrease by 3% in 2012.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26% (25)</p>	<p>29% (28)</p>					

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

		<p>5D.2. Teachers at varying levels of integrating Critical Reading Skills in their classrooms</p>	<p>5D.2. To strengthen the core curriculum</p> <p><u>Action Steps</u> Based on FCAT data, classroom assessments, and student performance, PLCs determine quarterly calendar for teaching essential skills with a focus on integrating weekly reading strategies into the core curriculum.</p> <p>Provide instructional development in the process of implementing differentiated instruction in core academic areas.</p> <p>Teachers provide differentiated instruction to targeted students.</p> <p>Provide CRISS and other trainings.</p>	<p>5D.2. <u>Who</u> APC, Department Heads, ESE Specialist, Principal</p> <p><u>How</u> Sign In sheets for trainings, classroom walk-throughs, Pop In Form,</p>	<p>5D.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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>5D.2. <u>During the Grading Period</u> Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>	
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Reading Professional Development

<p>Professional Development</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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 9-10	-Reading Coach -Subject Area Leaders and/or course-specific Facilitators	-All teachers school-wide -PLCs	- Early Release: Ongoing -PLCs: Ongoing	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Principal and Administrative Team
Critical Reading Skills	Grades 9-10	-Reading Coach -Subject Area Leaders and/or course-specific Facilitators	-All teachers school-wide -PLCs	- Early Release: Ongoing -PLCs: Ongoing	Administrators conduct targeted classroom walk-throughs	Principal and Administrative Team

End of Reading Goals

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

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

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

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

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

<p>Alg1. Students scoring proficient in Algebra (Levels 3-5).</p>	<p>1.1. Lack of student experience testing math on a computer</p>	<p>1.1. Provide time for students to use computer labs for mini assessments and formative assessments.</p> <p><u>Action Steps:</u> Scheduling classes into labs to take mini assessments on computers</p>	<p>1.1. <u>Who</u> Department Head, APC, Principal, Teachers, Math Resource</p> <p><u>How</u> PDS records, classroom walk throughs, observation form</p>	<p>1.1. <u>Teacher Level</u> Review weekly FCAT focus mini-lessons and FCIM. Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction; maintain their assessments in the on-line grading system and use the on-line grading system data to calculate the average unit assessment score for all their students per class/course; chart their students' individual progress towards mastery.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course and discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator /Department Heads will share data with the Leadership Team.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>1.1. <u>2-3x Per Year</u> Semester Exams, mini assessments, formative test</p> <p><u>During Grading Period</u> mini assessments, formative test</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2012Algebra EOC will increase from 17% to 20%.							
	17% (57)	20% (67)					

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

		<p>1.2. Teachers at varying skills levels with the FCIM model through Florida Achieves</p> <p>Teachers' implementation of the FCIM model is not consistent across math classes.</p> <p>Need additional training to learn how to implement effective PLCs</p>	<p>1.2. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested benchmarks (<i>typically done during the first 10 minutes of class</i>).</p> <p><u>Action Steps</u></p> <p>Through data analysis of District Formative assessments, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.</p> <p>Based on the data, PLCs develop projected timeline/ calendar for re-teaching the essential skills and/or standards covered in the core curriculum. Teachers bring assessment data back to the PLCs.</p> <p>As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar.</p> <p>Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period or the teachers may choose to use a unit or semester test and identify the specific skills).</p> <p>PLCs record their work in logs.</p>	<p>1.2. <u>Who</u> Department Head, APC, Principal, Teachers, Math Resource</p> <p><u>How</u> PLC logs turned into administration and feedback is provided.</p> <p>Classroom walk-throughs observing this strategy.</p> <p>Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/or Math Resource.</p>	<p>1.2. PLCs will review mini-assessment data.</p> <p>For the mini-assessments, PLCs will monitor the improvement of students</p> <p>PLCs will review evaluation data</p> <p>PLC facilitator will share data with the resource teacher covered during the nine week period.</p>	<p>1.2. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the Nine Weeks</u></p> <p>-Benchmark mini assessments</p> <p>-Unit and/or Segment assessments</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

		<p>1.3. Teachers do not regularly incorporate appropriate higher order questioning techniques into a daily lesson.</p>	<p>1.3. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in Costas Level Questioning (input, process, and output). As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. <u>Action Steps</u> The school uses prior year’s College Board Rigor form from representative walk-throughs to determine data for 1) student use of higher level questions vs. lower level questions and 2) teacher use of higher level questions vs. lower level questions. As a professional development activity, PLCs study Costas Level Questioning techniques. Teachers implement lessons using Costas Level Questioning. Teachers assess students by having them identify and create different levels of questions. Teachers bring student work and/or assessments to PLCs. As a professional development activity, PLCs use the data to discuss techniques that were successful. PLCs record their work on the PLC logs.</p>	<p>1.3. <u>Who</u> Department Head, APC, Principal, Teachers, Math Resource <u>How</u> <i>College Board Rigor</i> walk-through form (see <i>IDEAS AVID World Icon</i>). Use the forms to compute percentage of higher level vs. lower level and monitor improvement/growth HCPS Informal Observation (EET tool).</p>	<p>1.3. <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 examine student data from the Costas questioning experience PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s 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> PLC Facilitator /Department Heads will share data with the Leadership Team.</p>	<p>1.3. <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the nine weeks</u> -College Board Rigor walk-through form (for student data). This form demonstrates students’ use of vocabulary and higher levels of learning.</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.4 Lack of technology hardware (i.e. laptop carts) -Lack of student exposure and daily use of technology in their home environment -Teacher lack of training in hands-on & collaborative learning activities</p>	<p>1.4 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through the use of technology and hands-on activities <u>Action Steps</u> As a Professional Development activity in their PLCs, teachers spend time sharing. As a Professional Development activity, teachers use data to discuss strategies that were effective. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies. PLCs record their work in the PLC logs.</p>	<p>1.4 <u>Who</u> Department Head, APC, Principal, Teachers, Math Resource <u>How</u> PLC logs turned into administration and feedback is provided. Classroom walk-throughs observing this strategy. Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/or Math Resource. EET formal observations (Admin and Peer/Mentor) EET informal observation(Admin and Peer/Mentor) District walk thru form used by math coaches</p>	<p>1.4 <u>PLC level:</u> PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s 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>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>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>1.4 <u>2-3x Per Year</u> District Baseline/Formative and Mid-Year Testing <u>Semester Exams</u> <u>During the Grading Period</u> -Chapter Tests -Benchmark FCIM mini assessments</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	<p>2.1. Lack of student experience testing math on a computer</p>	<p>2.1. Provide time for students to use computer labs for mini assessments and formative assessments.</p> <p><u>Action Steps:</u> Scheduling classes into labs to take mini assessments on computers</p>	<p>2.1. <u>Who</u> Department Heads, APC, Principal, Teachers, Math Instructional Resource</p> <p><u>How</u> PDS records, classroom walk throughs, informal observations</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>2.1. <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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>2.1. <u>2-3x Per Year</u> Semester Exams, mini assessments, formative test</p> <p><u>During Grading Period</u> mini assessments, formative test</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or 5 on the 2012Algebra EOC will increase from 0% to 3%.							
	0% (0)	3% (10)					

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

		<p>2.2. Teachers do not regularly incorporate appropriate higher order questioning techniques into a daily lesson.</p>	<p>2.2. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in Costas Level Questioning (input, process, and output). As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students.</p> <p><u>Action Steps</u> The school uses prior year’s College Board Rigor form from representative walk-throughs to determine data for 1) student use of higher level questions vs. lower level questions and 2) teacher use of higher level questions vs. lower level questions.</p> <p>Principal planned pre-planning training for site.</p> <p>As a professional development activity, PLCs study Costas Level Questioning techniques.</p> <p>Teachers implement lessons using Costas Level Questioning.</p> <p>Teachers assess students by having them identify and create different levels of questions.</p> <p>Teachers bring student work and/or assessments to PLCs.</p>	<p>2.2. <u>Who</u> Department Heads, APC, Principal, Teachers, Math Instructional Resource</p> <p><u>How</u> <i>College Board Rigor</i> walk-through form (<i>see IDEAS AVID World Icon</i>).</p> <p>Use the forms to compute percentage of higher level vs. lower level and monitor improvement/growth</p> <p>EET Informal Observation tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p> <p>Monitoring data will be reviewed every nine weeks.</p>	<p>2.2. <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.</p> <p><u>PLC level:</u> PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons. PLCs examine student data from the Costas questioning experiences.</p> <p><u>Leadership Team Level:</u> PLC Facilitator /Department Heads will share data with the Problem Solving Leadership Team.</p>	<p>2.2. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the nine weeks</u> -College Board Rigor walk-through form (for student data). This form demonstrates students’ use of vocabulary and higher levels of learning.</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>PLCs record their work on the PLC logs.</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

	<p>2.3 -Teachers at varying skills levels with the FCIM model through Florida Achieves</p> <p>Teachers' implementation of the FCIM model is not consistent across math classes.</p> <p>Need additional training to learn how to implement effective PLCs</p>	<p>2.3 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested benchmarks (<i>typically done during the first 10 minutes of class</i>).</p> <p><u>Action Steps</u> Through data analysis of FCAT, baseline data, District Formative assessments, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.</p> <p>Teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use Florida Achieves mini assessments</p> <p>Teachers implement the mini lessons and mini assessments.</p> <p>Teachers bring assessment data back to the PLCs.</p> <p>Teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p>	<p>2.3 <u>Who</u> Department Heads, APC, Principal, Teachers, Math Instructional Resource</p> <p><u>How</u> PLC logs turned into administration and feedback is provided.</p> <p>Classroom walk-throughs observing this strategy.</p> <p>Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>Another fidelity tool will be the PLC calendars/ timeline/ logs of targeted skills reviewed by the administration and/or Math Resource</p>	<p>2.3 <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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>2.3 <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p>-BOY test -MYT tests -EOY test</p> <p><u>Semester Exams</u></p> <p><u>During the Nine Weeks</u> -Benchmark mini assessments -Unit and/or Segment assessments - School-generated nine week assessment of all mini lesson skills covered during the nine weeks.</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

	<p>2.4 Lack of student exposure and daily use of technology in their home environment</p> <p>Teacher lack of training in hands-on & collaborative learning activities</p>	<p>2.4 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through the use of technology and hands-on activities to implement the Common Core State Standards.</p> <p><u>Action Steps</u> As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p> <p>Teachers bring assessment data back to the PLCs.</p> <p>As a Professional Development activity, teachers use data to discuss strategies that were effective.</p> <p>Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.</p> <p>PLCs record their work in the PLC logs.</p>	<p>2.4 <u>Who</u> Department Heads, APC, Principal, Teachers, Math Instructional Resource</p> <p><u>How Monitored</u> PLC logs turned into administration and feedback is provided.</p> <p>Classroom walk-throughs observing this strategy.</p> <p>Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>EET informal observation(Admin and Peer/Mentor)</p> <p>School-based informal walk-through form which includes the school’s SIP strategies.</p>	<p>2.4 <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.</p> <p>Teachers maintain their assessments in the on-line grading system.</p> <p>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.</p> <p><u>PLC level:</u> PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>2.4 <u>2-3x Per Year</u> District Baseline/Formative and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the Grading Period</u> -Chapter Tests -Benchmark FCIM mini assessments</p>
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End of Algebra EOC Goals

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

Mathematics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Differentiated Instruction</p>	<p>9-12</p>	<p>Math DH/Coach</p>	<p>Math Departmental and course-specific PLCs</p>	<p>PLC Meetings every two weeks</p>	<p>Administrators conduct targeted classroom walk-throughs to monitor DI implementation</p>	<p>Administration Team</p>
<p>Analyzing first semester exams</p>	<p>9-12</p>	<p>Math DH/Coach</p>	<p>Math Departmental and course-specific PLCs</p>	<p>After the administration of the test</p>	<p>PLC logs</p>	<p>APC</p>

Writing/Language Arts Goals

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

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

<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.</p> <p>Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.</p> <p>All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.</p> <p><u>Action Steps</u> Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.)</p> <p><u>Plan:</u> Professional Development for updated rubric courses Professional Development for instructional delivery of mode-specific writing Training to facilitate data-driven PLCs Using data to identify trends and drive instruction Lesson planning based on the needs of students</p> <p><u>Do:</u> Daily/ongoing models and application of appropriate mode-</p>	<p><u>Who</u> Principal APC SAL Writing Coach</p> <p>District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p><u>How Monitored</u> PLC logs Classroom walk-throughs Observation Form Conferencing while writing walk-through tool (for coaches)</p>	<p>See "Check" & "Act" action steps in the strategies column</p>	<p>-Student monthly demand writes/ formative assessments -Student daily drafts -Student revisions -Student portfolios</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>specific writing based on teaching points Daily/ongoing conferencing</p> <p><u>Check:</u> Review of daily drafts and scoring monthly demand writes PLC discussions and analysis of student writing to determine trends and needs</p> <p><u>Act:</u> Receive additional professional development in areas of need Seek additional professional knowledge through book studies/ research Spread the use of effective practices across the school based on evidence shown in the best practice of others Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. Plan ongoing monitoring of the solution(s)</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring Level 3.0 or higher on the 2012 FCAT Writes will increase from 80% to 83%.							
	80% (253)	83% (262)					

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

		<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. 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><u>Action Steps</u> Within PLCs <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</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.</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 / Department Heads shares SMART Goal data with the 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>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. Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?) Plan strategies to differentiate. Plan higher order thinking questions. Discuss portfolio implementation (Success/Barriers). Discuss baseline data/data from anchor activities/data from EAs. Determine whether teachers want to add additional criteria to the EA rubric. Discuss additions to the writer's checklists.</p> <p><u>During the assessment</u> Agree upon a date when all assessments need to be completed. Discuss successes and challenges.</p> <p><u>After the assessment</u> Participate in an assessment Norming session (Data to be</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>discussed after EAs are all scored).</p> <p><u>After all assessments have been scored</u> Reflect on the unit. Reflect on the effectiveness of the PLC (survey). Revisit portfolios. Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened. Recognize successes and celebrate.</p> <p><i>In the classroom</i> <u>During the lessons, teachers:</u> Post essential questions and daily objectives. Explicitly reference connections between the following: essential questions, daily objective, and assessment. Select learning strategies as needed. Group students appropriately. Scaffold instruction building towards higher complexity. Model and provide opportunities for guided and independent practice of skills aligned with the assessment. Select academic vocabulary from text to be used during a unit of instruction. Use multiple types of formative assessment and provide consistent checks for student understanding. Use data during the lesson and after the assessment to inform instruction.</p> <p><u>During the lessons, students:</u> Understand the criteria which will be used to evaluate their</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>work. Understand the purpose of the lesson and its connection to the assessment. Think critically and creatively. Actively draw upon prior knowledge and use that knowledge to connect with lesson goals. Know when, why, and how to use strategies when appropriate free of teacher support. Collaborate within structured grouping. Self assess understanding of content. Use academic vocabulary in written and oral responses.</p> <p><u>After the lessons, teachers:</u> Post exemplars of student work. Self reflect on lessons.</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard Pacing	9-12	English DH PLC facilitators	English PLC-grade level and vertical teams	On-going	-Administration walk-throughs -PLC logs turned into administration	Principal DH PLC Facilitators
Coming of Age	9	Ocampo	9 th Gr	Twice monthly	Observations	Dr. Judi Briant
Cultures	10	Dr. Freeman	10 th Gr	Twice monthly	Observations	Dr. Judi Briant
American Dream	11	Dr. Briant	11 th Gr	Weekly	Observations	Dr. Judi Briant
College Prep	12	Alpaugh	12 th Gr	Twice monthly	Observations	Dr. Judi Briant

End of Writing Goals

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

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>1. Attendance</p>	<p>1.1. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance.</p>	<p>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.</p>	<p>1.1. AP will run Attendance/Tardy meetings every 20 days with appropriate reports AP will maintain data base and share names of students with Social Worker for additional interventions..</p>	<p>1.1. Administration Team and attendance committee will examine data monthly.</p>	<p>1.1. Attendance Report Tardy Report Attendance Plan</p>		

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

<p><u>Attendance Goal #1:</u> The attendance rate will increase from 90.89% in 2011-2012 to 93.89% in 2012-2013.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>90.89%</p>	<p>93.89%</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>497</p>	<p>482</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>256</p>	<p>248</p>					
		<p>1.2 Not all teachers are comfortable with EdLine -Not all teachers keep attendance updated</p>	<p>1.2 All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor attendance.</p>	<p>1.2 Random check of EdLine postings</p>	<p>1.2 Administration Team and LEAD Team will examine data monthly</p>	<p>1.2 EdLine</p>	

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

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: Contacting parents via parent link regarding absences and scheduling conferences with parents and students with more than 10 absences.	9-12	AP	At Administrator staff meting	August/September	Review plan and student data every 20 days	AP, Social Worker, School Psychologist, ART
EdLine	9-12	AP	As needed	On-going	Random check of EdLine postings	AP

End of Attendance Goals

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

Suspension Goal(s)							
Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Suspension	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations	1.1 Administration.	1.1. Assistant Principals in student affairs will review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data		
<u>Suspension Goal #1:</u> The total number of In-School Suspensions will decrease from 1741 in 2011-2012 to in 2012-2013. -The total number of Out-of-Suspensions (including ATOSS) will decrease from 727 in 2010-20101to 600 in 2011-2012.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					

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

	1741	1688					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	661	641					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	694	673					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	357	346					
		1.2 Data indicates that there is wide variation in the number of ODRs generated across classrooms.	1.2 The Leadership Team will review data and make recommendations to the administration for additional training in classroom management for teachers in need	1.2 Administration	1.2 Assistant Principals in student affairs will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms.	1.2 "UNTIE" ODR and suspension data cross-referenced with mainframe discipline data	
		1.3 Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.3 Tier 2 programs to focus on academic behavior will be implemented to support students who accrue more than 10 suspension days in one semester.	1.3 Guidance Social Worker School Psychologist	1.3 Assistant Principals of Student Affairs will review suspension data and determine the percent of student with 10 or more suspensions per semester.	1.3 Biweekly Suspension Data	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through							
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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
Positive Behavior Support (PBS)	9-12	District Trainer	School Wide	Selected Early Release dates	Monthly Data Review with support from AP 1s on a weekly basis, providing mentoring to students, and establishing ongoing contact with parents.	Principal and Assistant Principal

End of Suspension Goals

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

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		
<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>1.1. Lack of time for adult mentors to spend with students Takes time to create and maintain the early warning data base system</p>	<p>1.1. Within 9th grade, each nine weeks identify students who have failed both their language arts and math classes and have 10+ absences. This early warning data base system will be used to identify students in need of support. These students will be assigned an adult advocate. The adult advocate will establish a regular time in the school day or week to meet. Adult advocates will help students establish attainable academic and behavior goals with specific benchmarks</p>	<p>1.1. AP Subset of PSLT team</p>	<p>1.1. Monitoring and reporting of data base at weekly administrator meetings and PLST meetings.</p>	<p>1.1. Data base</p>		

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

The dropout rate will decrease by 3% from 2011-2012 to 2012-2013.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	Data not available	+3%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	Data not available	+3%					
		1.2. -Need more credit recovery opportunities for students	1.2. Monitor students to ensure they take are enrolled in the various credit recovery class opportunities.	1.2. Guidance	1.2. Track the number of students who have entered and completed courses	1.2. Transcripts/grade reports, etc.	

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

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
Ruby Payne Training	9-12	AP	All Teachers	Pre-Planning	Monthly Leadership Team Meeting	Principal, APC
RTi	9-12	Social Worker/ School Psychologist	All Teachers	On-going	Bi-Weekly CST, Monthly Leadership Meeting	Principal

End of Dropout Prevention Goal(s)

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

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 9-12	1.1. Principal Guidance Counselors APC	1.1. Checking of student schedules	1.1. Student schedules Master schedule		

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

<p>Health and Fitness Goal #1:</p> <p>During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 38% on the Pretest to 51% on the Posttest</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>51% (203)</p>	<p>54% (213)</p>					

Health and Fitness Goals Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>PLC Meetings</p>	<p>9-12</p>	<p>DH</p>	<p>All Department Members</p>	<p>Bi-Monthly</p>	<p>Walk-Throughs</p>	<p>Principal, APC, DH</p>

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

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Continuous Improvement Goal	1.1. Not enough time to meet	1.1. PLCs will meet on all half days for additional time	1.1. <u>Who</u> Administration <u>How</u> Administration will review PLCs logs and provide feedback.	1.1. Leadership Team will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 PLC Facilitators will provide feedback to Leadership Team on progress of their PLC.		

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

<p><u>Continuous Improvement Goal #1:</u></p> <p>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 (under Teaching and Learning)”</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>70% (80)</p>	<p>73% (83)</p>					

Continuous Improvement Goals Professional Development

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

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

PLCs	9-12	Teachers who have received District training	School-Wide	Faculty meetings	Administration walk-throughs of PLC meetings	Administration Department Heads
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

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

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1. Some students lack the proper classroom behavior to be successful academically.</p>	<p>A.1. ESE Specialist and School Psychologist will assist teachers in modeling and developing lessons on proper classroom behavior.</p> <p><u>Action Steps</u> PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities. ESE Specialist will model correct classroom behavior for students and provide strategies for teachers. Teachers will be implementing social skills lessons.</p>	<p>A.1. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office</p> <p><u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>A.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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>A.1. <u>Ongoing</u> Role play opportunities, tracking amount of behavior outbursts.</p> <p><u>Quarterly</u> IEP social/emotional goals</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal A:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
<u>Level of</u>	<u>Level of</u>	<u>Level of</u>					
<u>Performance:*</u>	<u>Performance:*</u>	<u>Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2012 FAA will maintain or increase by 1%.							
	95% (52)	96% (53)					

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

		<p>A.2. Lack of motivation for performance on FAA</p>	<p>A.2. Teachers will meet in PLCs to discuss ways to motivate students and spread a school wide awareness of the FAA. <u>Action Steps</u> Teachers will provide celebrations of effort throughout the year Teachers will use the morning show to provide school wide awareness and celebrations of the FAA PLC will determine reward system for motivation throughout the year, leading up to the test.</p>	<p>A.2. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office <u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>A.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 level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's 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> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>A.2. <u>On-going</u> Practice tests, analyzing FAA reports and data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>A.3. Teachers need varying strategies and differentiation based on cognitive levels.</p>	<p>A.3. ESE Specialist will update teachers on both subject area trainings and professional development opportunities.</p> <p><u>Action Steps</u> Specialist will keep teachers aware of trainings through PLCs. Specialist will model different strategies for teachers to try.</p>	<p>A.3. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office</p> <p><u>How</u> Classroom walk through and observation forms</p>	<p>A.3. <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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>A.3. <u>Ongoing</u> Informal observations during classroom assessments and official FAA test, FAA reports and data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>B.1. Some students lack the proper classroom behavior to be successful academically.</p>	<p>B.1. ESE Specialist and School Psychologist will assist teachers in modeling and developing lessons on proper classroom behavior.</p> <p><u>Action Steps</u> PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities. ESE Specialist will model correct classroom behavior for students and provide strategies for teachers. Teachers will be implementing social skills lessons.</p>	<p>B.1. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office</p> <p><u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>B.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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Subject Area Leader / Department Heads will share data with the Problem Solving Leadership Team.</p>	<p>B.1. <u>Ongoing</u> Role play opportunities, tracking amount of behavior outbursts.</p> <p><u>Quarterly</u> IEP social/emotional goals</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal B:</u> The percentage of students making learning gains on the 2012 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>13% (7)</p>	<p>14% (8)</p>					
		<p>B.2. Lack of motivation for performance on FAA</p>	<p>B.2. Teachers will meet in PLCs to discuss ways to motivate students and spread a school wide awareness of the FAA. <u>Action Steps</u> Teachers will provide celebrations of effort throughout the year Teachers will use the morning show to provide school wide awareness and celebrations of the FAA PLC will determine reward system for motivation throughout the year, leading up to the test.</p>	<p>B.2. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office <u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>B.2. <u>Teacher Level</u> See B.1 <u>PLC level:</u> See B.1. <u>Leadership Team Level:</u> See B.1.</p>	<p>B.2. <u>On-going</u> Practice tests, analyzing FAA reports and data</p>	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

<p>CELLA Goals</p>	<p>Problem-Solving Process to Increase Language Acquisition</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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.	C.1. Students lack knowledge of the English language.	C.1. Teacher will use both books on tape as well as shared reading to improve students' listening. Teacher will be monitoring "eyes pass print." <u>Action Steps</u> Teacher will provide strategic shared reading with all students. Teacher will monitor students following along with books on tape and will use informal observations to check students' engagement with the text.	C.1. <u>Who</u> Principal, APC, Department Heads <u>How</u> Classroom walk throughs and observation forms.	C.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.	C.1. <u>During Grading Period</u> Mini assessments, classroom participation log Semester Exams	
<u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2012 Listening/ Speaking section of the CELLA will increase from 78% to 79%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	78% (34)					

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

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.	D.1. Students lack knowledge of the English language.	D.1. Teacher will use the gradual release model to promote active reading strategies in the classroom. <u>Action Steps</u> Teacher will model each active reading strategy with varying reading passages. (I) Students will then provide steps to complete the strategy.(We) Once students have been provided enough opportunities whole group to practice the strategies, students will need to demonstrate the active reading strategies independently. (You)	D.1. <u>Who</u> Principal, APC, Department Heads <u>How</u> Classroom walk throughs and observation forms.	D.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.	D.1. <u>During Grading Period</u> Mini assessments, Bi-monthly tests Semester Exams, FAIR	
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2012 Reading section of the CELLA will increase from 19% to 20%.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	19% (8)					

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

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	
<p>CELLA Goal #E:</p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 36% to 37%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>	<p>E.1. Students have a limited knowledge of the written English language.</p>	<p>E.1. Teacher will enhance students' written language through explicitly teaching grammar and different writing techniques.</p> <p><u>Action Steps</u> Teacher will conduct a baseline writing assessment which will be kept in a writing portfolio. Teacher will use the data to identify the specific areas of need. Teacher will teach grammar daily and constantly assess to make sure students are improving their writing. Teacher will explicitly teach techniques as an ongoing writing workshop.</p>	<p>E.1. <u>Who</u> Principal, APC, Department Heads</p> <p><u>How</u> Classroom walk throughs and observation forms.</p>	<p>E.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.</p>	<p>E.1. <u>During Grading Period</u> Mini assessments, grammar quizzes, writing portfolios, baseline writing data</p> <p>Semester Exams</p>
	<p>36% (15)</p>					

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

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		
<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1. Some students lack the proper classroom behavior to be successful academically.</p>	<p>F.1. ESE Specialist and School Psychologist will assist teachers in modeling and developing lessons on proper classroom behavior.</p> <p><u>Action Steps</u> PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities. ESE Specialist will model correct classroom behavior for students and provide strategies for teachers. Teachers will be implementing social skills lessons.</p>	<p>F.1. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office</p> <p><u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>F.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.</p> <p><u>PLC level:</u> PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>F.1. <u>Ongoing</u> Role play opportunities, tracking amount of behavior outbursts.</p> <p><u>Quarterly</u> IEP social/emotional goals</p>		

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

Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2012 FAA will maintain or increase by 1%.	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	90% (50)	91% (50)					

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

<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	<p>G.2. Lack of motivation for performance on FAA</p>	<p>G.2. Teachers will meet in PLCs to discuss ways to motivate students and spread a school wide awareness of the FAA. <u>Action Steps</u> Teachers will provide celebrations of effort throughout the year and use the morning show to provide school wide awareness and celebrations of the FAA PLC will determine reward system for motivation throughout the year, leading up to the test.</p>	<p>G.2. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office <u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>G.2. <u>Teacher Level</u> See G.1. <u>PLC level:</u> See G.1. <u>Leadership Team Level:</u> See G.1.</p>	<p>G.2. <u>On-going</u> Practice tests, analyzing FAA reports and data</p>		
<p><u>Mathematics Goal G:</u> The percentage of students making learning gains on the 2012 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>11% (6)</p>	<p>12% (6)</p>					

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

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

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

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

<p>H. Students scoring in the middle or upper third (proficient) in Geometry.</p>	<p>H.1. Students are unprepared for the level of rigor on the EOC.</p>	<p>H.1. Teachers are implementing higher order questioning and thinking techniques into their daily lessons.</p> <p><u>Action Steps</u> Teachers are using FCIM to guide weekly instruction. Teachers are modeling how to answer the multiple step problems, using think alouds and visual aids. Teachers are matching assessment questions to the type of questions expected on the EOC. Teachers are implementing higher order questioning techniques on a daily basis.</p>	<p>H.1. <u>Who</u> Department Heads, APC, Principal, Teachers, Math Instructional Coach</p> <p><u>How</u> PDS records, classroom walk throughs, observation form</p>	<p>H.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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLC's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator /Department Heads will share data with the Leadership Team.</p>	<p>H.1. <u>2-3x Per Year</u> Semester Exams, mini assessments, formative test</p> <p><u>During Grading Period</u> mini assessments, formative test, classroom assessments, ongoing progress monitoring</p>		
<p><u>Geometry Goal H:</u></p> <p>The percentage of students scoring in the middle or upper third on the 2012 End-of-Course Geometry Exam will increase from 49% to 52%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	49% (163)	52% (173)					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>H.2. Students have difficulty with reading word problems.</p>	<p>H.2. Teachers will model proper strategies to complete word problems.</p> <p><u>Action Steps</u> Teachers will use data from both mini assessments and formative tests to drive classroom instruction. Teachers will use think alouds to model how to properly read and solve word problems. Students will be given the opportunity to show learning and growth on bellwork and though assessments.</p>	<p>H.2. <u>Who</u> Department Heads, APC, Principal, Teachers, Math Resource</p> <p><u>How</u> PDS records, classroom walk throughs, observation form</p>	<p>H.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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>H.2. <u>2-3x Per Year</u> Semester I Exams</p> <p><u>During Grading Period</u> mini assessments, formative test, classroom assessments, ongoing progress monitoring</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>H.3 Teachers at varying skills levels with the FCIM model through Florida Achieves Teachers' implementation of the FCIM model is not consistent across math classes. Need additional training to learn how to implement effective PLCs</p>	<p>H.3 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested benchmarks (<i>typically done during the first 10 minutes of class</i>). <u>Action Steps</u> Through data analysis of District Formative assessments, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. Based on the data, PLCs develop projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum. Teachers bring assessment data back to the PLCs. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period or the teachers may</p>	<p>H.3 <u>Who</u> Department Heads, APC, Principal, Teachers, Math Resource <u>How</u> PLC logs turned into administration; classroom walk-throughs observing strategies; evidence of strategy in teachers' lesson plans.</p>	<p>H.3 PLCs will review mini-assessment data. For the mini-assessments, PLCs will monitor the improvement of students PLCs will review evaluation data. PLC facilitator will share data with the Math resource.</p>	<p>H.3 <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the Nine Weeks</u> -Benchmark mini assessments -Unit and/or Segment assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			choose to use a unit or semester test and identify the specific skills). PLCs record their work in logs.				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
I. Students scoring in the upper third on Geometry.	I.1. Students are unprepared for the level of rigor on the EOC.	I.1. Teachers are implementing higher order questioning and thinking techniques into their daily lessons. <u>Action Steps</u> Teachers are using FCIM to guide weekly instruction. Teachers are modeling how to answer the multiple step problems, using think alouds and visual aids. Teachers are matching assessment questions to the type of questions expected on the EOC.	I.1. <u>Who</u> Department Heads, APC, Principal, Teachers, Math Resource <u>How</u> PDS records, classroom walk throughs, observation form	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> PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s 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> PLC Facilitator / Department Heads will share data with the Leadership Team.	I.1. <u>2-3x Per Year</u> Semester Exams, mini assessments, formative test <u>During Grading Period</u> mini assessments, formative test, classroom assessments, ongoing progress monitoring		

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

<u>Geometry Goal I:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring in the upper third on the 2012 End-of-Course Geometry Exam will increase from 12% to 15%.							
	12% (40)	15% (50)					

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

		<p>I.2. Teachers at varying skills levels with the FCIM model through Florida Achieves Teachers' implementation of the FCIM model is not consistent across math classes.</p>	<p>I.2. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested benchmarks (<i>typically done during the first 10 minutes of class</i>).</p> <p><u>Action Steps</u> Through data analysis of District Formative assessments, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation; PLCs develop projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum; Teachers bring assessment data back to the PLC; teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p>	<p>I.2. <u>Who</u> Department Heads, APC, Principal, Teachers, Math Resource</p> <p><u>How</u> PLC logs turned into administration. Administration provides feedback. Classroom walk-throughs observing this strategy. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/or Math Coach.</p>	<p>I.2. See I.1.</p>	<p>I.2. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the Nine Weeks</u> Benchmark mini assessments Unit and/or Segment assessments</p>	
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End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

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

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

<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1. Some students lack the proper classroom behavior to be successful academically.</p>	<p>J.1. ESE Specialist and School Psychologist will assist teachers in modeling and developing lessons on proper classroom behavior.</p> <p><u>Action Steps</u> PLCs will be focused on behavior management. ESE specialist will keep teachers up to date on professional development opportunities. ESE Specialist will model correct classroom behavior for students and provide strategies for teachers. Teachers will be implementing social skills lessons.</p>	<p>J.1. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office</p> <p><u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>J.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; maintain their assessments in the on-line grading system; use the on-line grading system data to calculate the average unit assessment score for all their students per class/course; chart their students' individual progress towards mastery.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course. PLC's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>J.1. <u>Ongoing</u> Role play opportunities, tracking amount of behavior outbursts.</p> <p><u>Quarterly</u> IEP social/emotional goals</p>		
<p><u>Science Goal J:</u> The percentage of students scoring a Level 4 or higher on the 2012 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>					

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

	(4%) 2	(5%) 2					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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		

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

<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	<p>K.1. Students are unprepared for the level of rigor on the EOC.</p>	<p>K.1. Teachers are implementing higher order questioning and thinking techniques into their daily lessons.</p> <p><u>Action Steps</u> Teachers are using FCIM lessons to guide weekly instruction.</p> <p>Teachers are completing District CIS Model lessons per unit.</p> <p>Teachers are matching assessment questions to the type of questions expected on the EOC.</p>	<p>K.1. <u>Who</u> Department Heads, APC, Principal, Teachers, Math Instructional Coach</p> <p><u>How</u> PDS records, classroom walk throughs, observation form</p>	<p>K.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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>K.1. <u>2-3x Per Year</u> Semester Exams, mini assessments, formative test</p> <p><u>During Grading Period</u> mini assessments, formative test, classroom assessments, ongoing progress monitoring</p>		
<p><u>Biology Goal K:</u> The percentage of students scoring in the middle and upper third on the 2012 End-of-Course Biology Exam will increase from 45% to 48%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	45% (190)	48% (203)					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
L. Students scoring in upper third in Biology.	L.1. Students are unprepared for the level of rigor on the EOC.	<p>L.1. Teachers are implementing higher order questioning and thinking techniques into their daily lessons.</p> <p><u>Action Steps</u> Teachers are using FCIM lessons to guide weekly instruction.</p> <p>Teachers are completing District CIS Model lessons per unit.</p> <p>Teachers are matching assessment questions to the type of questions expected on the EOC.</p>	<p>L.1. <u>Who</u> Department Heads, APC, Principal, Teachers, Math Instructional Coach</p> <p><u>How</u> PDS records, classroom walk throughs, observation form</p>	<p>L.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.</p> <p><u>PLC level:</u> PLC’s calculate the average unit assessment score for all their students across the PLC per class/course PLCS’s discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>L.1. <u>2-3x Per Year</u> Semester Exams, mini assessments, formative test</p> <p><u>During Grading Period</u> mini assessments, formative test, classroom assessments, ongoing progress monitoring</p>		

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

<u>Biology Goal L:</u> The percentage of students scoring in the upper third on the 2012 End-of-Course Biology Exam will increase from 15% to 18%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	15% (63)	18% (76)					

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Assessments and curriculum pacing	Chemistry	Jacob Mathews	All Chemistry teachers	Bi-Monthly	Review assessment data and curriculum pacing	Barbara Jackson
Common Assessments and curriculum pacing	Physical Science	Barbara Jackson	All Physical Science teachers	Bi-Monthly	Review assessment data and curriculum pacing	Barbara Jackson
Common Assessments and curriculum pacing	Biology and Biology Honors	Christina Tanaka	All Biology teachers	Bi-Monthly	Review assessment data and curriculum pacing	Christina Tanaka
Common Assessments and curriculum pacing	Earth Space	Theresa Foecking	All Earth Space Teachers	Bi-Monthly	Review assessment data and curriculum pacing	Barbara Jackson

NEW Writing Florida Alternate Assessment Goal

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

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

<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	<p>M.1. Some students lack the proper classroom behavior to be successful academically.</p>	<p>M.1. ESE Specialist and School Psychologist will assist teachers in modeling and developing lessons on proper classroom behavior.</p> <p><u>Action Steps</u> PLCs will be focused on behavior management.</p> <p>ESE specialist will keep teachers up to date on professional development opportunities.</p> <p>ESE Specialist will model correct classroom behavior for students and provide strategies for teachers.</p> <p>Teachers will be implementing social skills lessons.</p>	<p>M.1. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office</p> <p><u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>M.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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>M.1. <u>Ongoing</u> Role play opportunities, tracking amount of behavior outbursts, writing opportunities and prompts</p> <p><u>Quarterly</u> IEP social/emotional goals</p>		
<p><u>Writing Goal M:</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>					

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

	77% (13)	78% (13)					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>M.2. Lack of motivation for performance on FAA</p>	<p>M.2. Teachers will meet in PLCs to discuss ways to motivate students and spread a school wide awareness of the FAA.</p> <p><u>Action Steps</u> Teachers will provide celebrations of effort throughout the year.</p> <p>Teachers will use the morning show to provide school wide awareness and celebrations of the FAA.</p> <p>PLC will determine reward system for motivation throughout the year, leading up to the test.</p>	<p>M.2. <u>Who</u> Principal, Assistant Principals, ESE Specialist, Area ESE Office</p> <p><u>How</u> Monitoring reductions of referrals, classroom walk through and observation forms</p>	<p>M.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.</p> <p>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.</p> <p><u>PLC level:</u> PLC's calculate the average unit assessment score for all their students across the PLC per class/course PLCS's discuss how to report and share the data with the Leadership Team. Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level:</u> PLC Facilitator / Department Heads will share data with the Leadership Team.</p>	<p>M.2. <u>On-going</u> Practice tests, analyzing FAA reports and data</p>
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NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>STEM Goal #1:</u> Implement/expand project/problem-based learning in math, science and CTE/STEM electives.</p>	<p>1.1 STEM program is not offered at this time.</p>	<p>1.1 Explore STEM curriculum options</p>	<p>1.1 NA</p>	<p>1.1 NA</p>	<p>1.1 NA</p>

STEM Professional Development

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

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

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
NA						

End of STEM Goal(s)

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>CTE Goal #1:</p> <p>Sustain the number of Career Technical Student Organization chapters of 5.</p> <p>Increase the student membership from 133 in 2011-2012 to 150 in 2012-2013</p>	<p>1.1. High number of FRL students and the cost associated with the CTSO's.</p>	<p>1.1. Increase student participation in CTSO competitions/ events.</p>	<p>1.1. CTE Teachers</p>	<p>1.1. Aggregate and analyze the data every quarter to develop next steps</p>	<p>1.1. Log of number of CTSO events Log of number of students who attend CTSO events</p>

CTE 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</small>						

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

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
Establishing/ growing a CTSO.	9-12	District	CTE Teachers	October, 2012	Log of events and attendance	Virginia Wright

End of CTE Goal(s)

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

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

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
See Math, Reading and Science Professional Development sections	<u>Supplies:</u> Projector Bulbs will be used for classrooms so that students are exposed to technology and are able to follow along with the teacher through the ELMO. Projector bulbs are used in all classrooms.	\$1170.00	\$1204.89

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

Reading Goal 2.1	<u>Teacher Mini-Grant Approved by SAC:</u> “Go Ask Alice” will be used as a classroom whole group novel. We have all the teaching materials and audio book but did not have a class set of the novel. This book will allow students to think about how their choices impact their lives while also focusing on during reading strategies.	\$239.70	\$239.70
Reading Goal 5.1B	<u>Teacher Mini-Grant Approved by SAC:</u> Independent Reading Library- This library contains various high interest novels for a new teacher’s classroom. The books in the library will help improve the time of independent reading with our Level 2 students.	\$140.00	\$141.37
See Reading Professional Development section	<u>Supplies:</u> Exam Scantrons are going to be used to prepare students for their End of Course exams as well the AP exam. Teachers in the Social Studies department need to give many assessments to track their students’ progress towards success of these formative tests. Scantrons allow for the teacher to track the students’ data through Achievement Series.	\$393.50	\$452.53
			\$2546.11
Final Amount Spent			