

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: CHAMBERLAIN HIGH SCHOOL	District Name: Hillsborough County
Principal: THOMAS MORRILL	Superintendent: MARYELLEN ELIA
SAC Chair: KELLY PETTINGILL	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	THOMAS MORRILL	Masters	3	14	Principal of CHS 2011-2012: Grade: N/A, Reading Mastery: 36%, Learning Gains: 53%, Bottom Quartile Learning Gains: 67% Principal of CHS 2010-2011: Grade: A, Reading Mastery: 36%, Learning Gains: 43%, Bottom Quartile Learning Gains: 38% Principal of CHS 2009-2010: Grade C, Reading Mastery: 39%, Learning Gains: 46%, Quartile Learning Gains: 33%
Assistant Principal	JENNIFER ROSAGE	Masters	6	7	APC of CHS2011-2012: Grade: N/A, Reading Mastery: 36%, Learning Gains: 53%, Bottom Quartile Learning Gains: 67% AP1 of CHS 2010-2011: Grade: A, Reading Mastery: 36%, Learning Gains: 43%, Bottom Quartile Learning Gains: 38%

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					AP1 of CHS 2009-2010:Grade C, Reading Mastery: 39%, Learning Gains: 46%, Quartile Learning Gains: 33%
Assistant Principal	RICHARD SCIONTI	Masters	11	13	APA of CHS 2011-2012: Grade: N/A, Reading Mastery: 36%, Learning Gains: 53%, Bottom Quartile Learning Gains: 67% APA of CHS 2010-2011: Grade: A, Reading Mastery: 36%, Learning Gains: 43%, Bottom Quartile Learning Gains: 38% APA of CHS 2009-2010:Grade C, Reading Mastery: 39%, Learning Gains: 46%, Quartile Learning Gains: 33%
Assistant Principal	MICK BODDIE	Masters	10	10	APSA of CHS 2011-2012: Grade: N/A, Reading Mastery: 36%, Learning Gains: 53%, Bottom Quartile Learning Gains: 67% APSA of CHS 2010-2011: Grade: A, Reading Mastery: 36%, Learning Gains: 43%, Bottom Quartile Learning Gains: 38% APSA of CHS 2009-2010:Grade C, Reading Mastery: 39%, Learning Gains: 46%, Quartile Learning Gains: 33%
Assistant Principal	OVETT WILSON	Masters	7	7	APSA of CHS 2011-2012: Grade: N/A, Reading Mastery: 36%, Learning Gains: 53%, Bottom Quartile Learning Gains: 67% APSA of CHS 2010-2011: Grade: A, Reading Mastery: 36%, Learning Gains: 43%, Bottom Quartile Learning Gains: 38% APSA of CHS 2009-2010:Grade C, Reading Mastery: 39%, Learning Gains: 46%, Quartile Learning Gains: 33%
Assistant Principal	MANDY AYALA	Masters	0.5	1	APSA of CHS 2011-2012: Grade: N/A, Reading Mastery: 36%, Learning Gains: 53%, Bottom Quartile Learning Gains: 67% ART of CHS 2010-2011: Grade: A, Reading Mastery: 36%, Learning Gains: 43%, Bottom Quartile Learning Gains: 38%

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.

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Marsha Mascherin	Bachelors	17	5	2011-2012: Grade: N/A, Reading Mastery: 36%, Learning Gains: 53%, Bottom Quartile Learning Gains: 67% 2010-2011: Grade: A, Reading Mastery: 36%, Learning Gains: 43%, Bottom Quartile Learning Gains: 38% 2009-2010:Grade C, Reading Mastery: 39%, Learning Gains: 46%, Quartile Learning Gains: 33%
Writing	Barbara Beers	Masters	15	2	2011-2012: Grade: N/A, Writing Mastery: 77%, 2010-2011: Grade: A, Writing Mastery: 74%, 2009-2010:Grade C, Writing Mastery: 81%,
Math	Carol Carmody	Masters	22	2	2011-2012-Grade: N/A EOC Mastery: 14%, Learning Gains: 38%, Bottom Quartile Learning Gains: 54% 2010-2011: Grade: A, Math Mastery: 64%, Learning Gains: 67%, Bottom Quartile Learning Gains: 56% 2009-2010:Grade C, Math Mastery: 65%, Learning Gains: 68%, Quartile Learning Gains: 56%
Math	Mable Patterson	Masters	16	2	2011-2012-Grade: N/A EOC Mastery: 14%, Learning Gains: 38%, Bottom Quartile Learning Gains: 54% 2010-2011: Grade: A, Math Mastery: 64%, Learning Gains: 67%, Bottom Quartile Learning Gains: 56% 2009-2010:Grade C, Math Mastery: 65%, Learning Gains: 68%, Quartile Learning Gains: 56%
Science	Mike Zanatian	Masters	27	2	2011-2012: Grade: N/A, Science Mastery: 2010-2011: Grade: N/A, Science Mastery: 41%, 2009-2010:Grade C, Science Mastery: 45%,
Science	Henry Burns	Masters	5	2	2011-2012: Grade: N/A, Science Mastery: 2010-2011: Grade: N/A, Science Mastery: 41%, 2009-2010:Grade C, Science Mastery: 45%,

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Teacher Interview Day	General Directors / Principal	June 2012	

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Partnering new teachers with veteran staff	APC, Mandi Ayala	On-Going	
MAP	Supervisor of Data Analysis	June 2012	
Regular Meetings with "New Chiefs" Coordinator and Administration	Principal, APC, Mandi Ayala	On-Going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
11	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u> Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>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.

*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

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128	11% (14)	24% (31)	33% (42)	32% (41)	41% (52)	91% (117)	9% (12)	2% (3)	19% (24)
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Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kiesha Dixon, English	Jene Bell, English	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review, lesson development and planning, and classroom management.
Rael Cheron, ESOL	Jill Mendicino, English	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Dorris Thomas, Reading	Amy MacDonald, Reading	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Roger McDaniel, Math	Jurgen Smit, Math	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Wendy Roman, Math	Tina Patterson, Math	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Kimberly Kramer, Math	Shefali Bhakta, Math	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Jennifer Halls, Social Studies (DH)	Arnelle Avellan; Mary Wilson (DH)	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Ronald Metcalf, Social Studies	Brandon Rader, Social Studies	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Lindsay Rustan, Social Studies	Harmony Lopez, English	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Annette Martinez, Spanish	Rosa Morales, Spanish	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Maria Angela Blount, Spanish	Rosa Morales, Spanish	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Dedrick Mayo, Physical Education	Trey Hicks, Physical Education	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review

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Devin Page, Band	Billy Daniel, Chorus	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Harry Hubbard, Driver’s Education	Robert Diez, Driver’s Education	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Michael Bradford, ROTC	Robert Hess, ROTC	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Matthew Kitchel, VE	Lee Williams, ESE	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Lakiesha Sayles, VE	Jessica Jimenez, VE	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Manuel Ruiz, Bilingual Aide	Annica Becker, ESOL Specialist	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Margarita Conception, Bilingual Aide	Annica Becker, ESOL Specialist	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Ruth Tavarez, SAO Secretary	Ashley Hatcher, SAO Secretary	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review
Ramon Snow, Guidance Counselor	Diana Barran, Guidance Counselor	Each New Chief was paired with a veteran teacher within the same department and content area.	Monthly meetings to assist with data review

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
 Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.

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Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs Chamberlain High School uses OLWEUS and the format of OLWEUS as a tool to create a culture of tolerance, which will help defuse issues of bullying, harassment, drama, and the lack of civility.
Nutrition Programs Chamberlain High School's School Nutrition Services (SNS) has begun working with a chef in order to prepare healthier meal options for all students. In the near future Chamberlain will also have a salad bar in place for students to order a salad with their choice of toppings for lunch.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

The Leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Assistant Principals for Student Affairs
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Department Heads (High)
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative

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 *Leadership team meets every two weeks.*

Specific responsibilities include:

PSLT Coordinator-Mr. Morrill

PSLT Meeting Facilitator- Mrs. Murdock

PSLT Consultants- Ms. Murdock

PSLT Content Specialist—All content area coaches

PSLT Data Consultant—Mr. Burns, Ms. Rosage, and all content area coaches

Behavior Committee—Ms. Ayala, Ms. Murdock, Ms. Reed, Ms. Mauser

Attendance Committee—Mr. Wilson, Ms. Donaldson, Ms. Pages, Ms. Tavarez, Ms. Mauser

PSLT (PLC) Teacher Support Liason—Ms. Rosage

PSLT Timekeeper—Mr. Scionti

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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PSLT Recorder—Ms. Pettingill

PSLT Adhock Members—Ms. Rosage

Area 4 RtI Facilitator— Nakeba Finlayson

- Oversee the multi-layered model of *instructional* delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- *Ensure the master schedule incorporates allocated time for intervention support at all grade levels.*
- Determine scheduling needs, *and assist teacher teams in identifying research-based instructional* materials and intervention resources *at Tiers2/3*
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection *(e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)*
- *Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)*
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - *Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding* (data will be collected *and analyzed* by PLCs and *reported to the Leadership Team/PSLT*)
 - *Use of Common Core Assessments by teachers teaching the same grade/subject area/course* (data will be collected *and analyzed* by PLCs *and reported to the Leadership Team/PSLT*)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. *(as outlined in our SIP)*
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- *On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.*
- *Support the* planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs *and Specialty PSLT.*
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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 Chair of SAC is a member of the *Leadership Team/PSLT.*
- *The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.*
- The School Improvement Plan is the working document that guides the work *of the Leadership Team and all teacher teams.* The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- *Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).*
- *The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student*

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outcomes to the larger Leadership Team/PSLT.

- The **Leadership Team**/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - ***Use the problem-solving model when analyzing data:***
 1. ***What is the problem? (Problem Identification)***
 2. ***Why is it occurring? (Problem Analysis and Barrier Identification)***
 3. ***What are we going to do about it? (Action Plan Design and Implementation)***
 4. ***Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)***
 - ***Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance***
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.
 - ***Identify*** appropriate progress monitoring assessments to be administered at ***regular*** intervals matched to the intensity of ***the level of instructional/intervention support provided.***
 - ***Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).***
 - Review ***progress monitoring data at regular intervals*** to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment ***support***).
 - ***Each PLC develops PLC action plan for SIP strategy implementation and monitoring.***
 - Assess the implementation of the strategies on the SIP using the following questions:
 1. ***Does the data show implementation of strategies are resulting in positive student growth?***
 2. ***To what extent are we making progress toward the school’s SIP goals?***
 3. ***If we are making progress, what can we do to sustain what is working?***
 4. ***What barriers to implementation are we facing and how will we address them?***
 5. ***What should we do next? What should be our plan of action?***

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability <i>Biology Practice Assessments</i> <i>Writing Prompts Assessments</i> <i>Reading Formative Assessments</i>	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers

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Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science <i>Biology Practice Assessments</i> <i>Writing Prompts Assessments</i> <i>Reading Formative Assessments</i>	Scantron Achievement Series Data Wall <i>PLC Logs</i>	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ <i>Reading Resource Teacher</i> /Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	<i>Ed-Line</i> <i>PLC Database</i> <i>PLC logs</i>	Individual Teachers/ Team Leaders/ PLC Facilitators/ <i>Leadership Team Member</i>
DRA-2	School Generated Excel Database	Individual Teacher
<i>Reports on Demand/Crystal Reports</i>	<i>District Generated Database</i>	<i>Leadership Team/Specialty PSLT</i>

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
<i>Differentiated mini assessments based on core curriculum assessments.</i>	<i>Individual teacher data base</i> <i>PLC/Department data base</i>	<i>Individual Teachers/PLCs</i>
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses (<i>Middle/High</i>)	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	<i>easyCBM</i> School Generated Database in Excel	Leadership Team/PLCs/ <i>Individual Teachers</i>
<i>Research-based Computer-assisted Instructional Programs</i>	<i>Assessments included in computer-based programs</i>	<i>PLCs/Individual Teachers</i>

Describe the plan to train staff on *MTSS*.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's *RtI Committee/RtI Facilitators* develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, *as identified by teacher needs assessment and/or EET evaluation data*, will occur during faculty meeting times or rolling faculty meetings. *The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide*. Our school will invite our area RtI Facilitator to visit quarterly (*or as needed*) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our

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Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support **MTSS**.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Marsha Mascherin, Thomas Morrill, **Jennifer Rosage**, Debbie Bauer, **Janet Drake**, **Deborah Kyle**, **Erik Youngs**, Kay Myers, **William Workman**, **Jene Bell**, **Arnelle Avellan**

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The team also serves as the literacy Professional Learning Community.

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

The team will...

- **Review and monitor school-wide student achievement data to identify areas of literacy strength and concern**
- **Support for Text Complexity and Close Reading; understanding the use of complex text and the use of close reading models, such as the Comprehension Instructional Sequence model and/or the Literacy Design Collaborative model in identified courses.**
- **Support for Instructional Skills to Improve Reading Comprehension: developing and asking text dependent questions**

NCLB Public School Choice

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

***Elementary Title I Schools Only: Pre-School Transition**

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

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

***High Schools Only**

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

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

Courses and coursework are established in Small Learning Communities, Professional Learning Communities, Career Academies, Career Pathways, Program Completers, the Magnet Program and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. 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?

Chamberlain 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, Chamberlain 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

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

Chamberlain High School's percentage of graduates completing a college prep curriculum has increased from 64.7% to 71.1% over a three year period, a 6.4% increase. During that same time period, the district increased by 1.1% (64.7% - 65.8%) and the state by 0.8% (58.8% - 59.6%). In addition, the number of graduates that enrolled in Algebra 1 prior to 9th grade, completed at least one Level 3 high school math course, completed at least one Dual Enrollment math course and completed at least one Level 3 or higher science course and were all above the district and the state averages for the same three year period.

Strategies for Improving Student Readiness for Postsecondary

District-Level

The Career and Technical Education (CTE) Department provides our counselors with a binder and data base of the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions. Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

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

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

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School-Level

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

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Counselors will meet with all students to encourage students to complete the class and take the test. Communication letters on the SAT and ACT will be sent home with students to advertise the SAT and ACT prep classes and testing dates.
- College Visits - Various college representatives visit the Chamberlain High School 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
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. Common Core Reading Strategy Across all Content Areas Reading comprehension improves when students are engaged in grappling with complex text . Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. <u>3x per year</u> - FAIR 5x per year -Reading Formatives PSAT Practice Tests Creative Writing Project per every 6 week module Mid-term classroom assessment: historical article for journal
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 36% to 43%.	<u>2012 Current Level of Performance:</u> 36%	<u>2013 Expected Level of Performance:</u> 43%					
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.2. Common Core Reading Strategy Across all Content Areas Common Core Questions of all types and levels are necessary to scaffold students’ understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb’s, Bloom, Costas). Student reading comprehension improves when students are required	1.2. Who -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete.	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to	1.2. <u>3x per year</u> - FAIR 5x per year -Reading Formatives AOR – pre- & post-assessment SPIRE – intervention checks Voyager Benchmarks – pre- & post- Read 180 – SRI 3 x per year + Reports in SAM

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	9-12	-Dept. Heads -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Dept. Heads
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	9-12	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	9-12	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	9-12	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
IEP Training	9-12	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	9-12	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	9-12	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

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

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

Algebra EOC Goals

Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).		1.1. -Teachers at varying skills levels with the FCIM model. -Teachers’ implementation of the FCIM model is not consistent across math classes. -Need additional training to learn how to implement effective PLCs. -Lack of common planning time to effectively PLC. -Lack of computer labs for online testing practice. -Student attendance -Student apathy -Student’s deficiencies from middle school benchmarks.	1.1. The school will implement PLCs for teachers teaching common math courses. Analyze data, develop mini-lessons, and plan instructional calendars. The purpose of this strategy is to strengthen the core curriculum and provide the necessary remediation through teachers using the FCIM strategy on identified tested benchmarks through district formatives. (<i>FCIMs typically done during the first 10 minutes of class.</i>) <u>Action Steps</u> 1) Analyze Formative data and choose FCIM lessons to remediate weak/missing skills. 2) Analyze mini assessment data. Using this data, discuss teaching strategies used within the PLC to teach the mini lessons. What teaching strategies worked? What didn’t work? How can we use the data for future lessons? 3) Using common student work from the course curriculum, share and reflect on lessons taught. What were the successes/challenges? What didn’t work? How can we use the data for future lessons? 4) Based on the data, discuss ideas/strategies for differentiated instruction (interventions and enrichment). 5) Based on the data determine what skills need to be re-taught in the core lessons and what skills need to be moved to Mini-Lessons. 6) Continue testing FCIM topics in the computer lab.	1.1. <u>Who</u> -Principal -AP -Teacher -Math Coach -Department Head -PSLT Team <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Another fidelity tool will be the PLC calendars/timeline/logs of targeted skills reviewed by the administration and/or Math Coach.	1.1. -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet) by individual teacher in OpenIDEAS online First Class math community. -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 60% mastery on each mini-assessment. PLCs will review evaluation data. PLC facilitator will share data with the Math Coach covered during the nine week period. PLC facilitator (or Math Coach) will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1. <u>2x per year</u> District Baseline and Mid-Year Testing Formative A (Sept.), B (Nov.), and C (April) tests -BOY test -MYT tests -EOY test <u>Semester Exams</u> <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.
Algebra Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The percentage of all curriculum students scoring level 3 or higher on the 2013 End-of-Course Algebra Exam will increase from 14% to 19%.	14%	19%				
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012						

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End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum alignment Data review for planning	Alg 1	Mr. Myrick	Ms. Kramer, Mr. Myrick, Ms. Balke	Weekly		
Curriculum alignment Data review for planning	Geometry/GeoH	Ms. Patterson	Ms. Patterson, Ms. Roman, Mr. Sampson, Ms. Drinkard, Ms. Balke	Weekly		
Curriculum alignment Data review for planning	Intensified Algebra	Mr. Smit & Mr. McDaniel	Mr. Smit & Mr. McDaniel	2 x per week		
Raising the Rigor with H.O.T.S.	Grades 9-12	District Academic Math, Reading, Science Coaches	Schoolwide	2 extra hours on an Early Release day	Site-based coach will be planning and modeling as part of the follow up.	Math Coach, Principal, and Administrative Team
Curriculum alignment Data review for planning	Upper Level Mathematics	Mr. Beydoun	All teachers instructing Algebra 2 or above	BiWeekly		
PLC Training for more effective use of time.	Alg 1 /Geo	OTG Coaches	Schoolwide	Early Release Day/Lunch Time		

End of Mathematics Goals

Writing/Language Arts Goals

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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool			
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and above in writing) Writing Goal #1: In grade 10, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 77% to 80%.		1.1. Lack of command of diction and syntax which is needed to progress to levels 5 and 6 requirements of mature command of language a variation of sentence structure.	1.1. Strategy Build diction and syntax through the use of co-construction of writing, gradual release model, Springboard activities, Springboard Writing Workshops and FCIM based on academic vocabulary and student writing models in English I-IV classes.	1.1. <u>Who</u> Department Head Writing Coach <u>How</u> Through PLC reports, classroom visits, and email communications	1.1. Periodic evaluation of CIM and Portfolio items using a rubric which includes a means of gauging the effectiveness of the student writers' effective use of diction and syntax.	1.1. <u>2-3x Per Year</u> A standardized writing rubric supplied to English teachers by the Department Head District required embedded assessments for Units 1, 2, 4, and 3 which correspond to first, second, third, and fourth nine weeks will be used as will the district supplied writing prompts for each unit.			
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>77% (407)</td> <td>80% (385)</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	77% (407)	80% (385)				
2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
77% (407)	80% (385)								
		1.2. Inability to discern between substantial, specific, relevant, and concrete support and loosely related or irrelevant ideas.	1.2. Strategy Develop organizational skills and ability to identify substantial, specific, relevant, and concrete support through CIM and Portfolio writing and subsequent conferencing in English I-IV classes.	1.2. <u>Who</u> Department Head Writing Coach <u>How</u> Through PLC reports, classroom visits, and email communications	1.2. Periodic evaluation of CIM and Portfolio items using a rubric which includes a means of gauging the effectiveness of the student writers' effective selection and development of support.	1.2. <u>2-3x Per Year</u> A standardized rubric supplied to English teachers by the Department Head District required embedded assessments for Units 1, 2, 4, and 3 which correspond to first, second, third, and fourth nine weeks will be used as will the district supplied writing prompts for each unit.			
		1.3. Inability to personally connect with their writing in a way that clearly shows purpose and reflection.	1.3. Strategy Develop students' sense of author's voice and tone as created by conscious use of diction, syntax, and imagery through Springboard activities and writing workshops as well as through CIM and portfolio writing in	1.3. <u>Who</u> Department Head Writing Coach <u>How</u> Through PLC reports, classroom visits, and email communications	1.3. Periodic evaluation of CIM and Portfolio items using a rubric which design includes a means of gauging the student writers' effective development of purpose, voice, and tone.	1.3. <u>2-3x Per Year</u> A standardized rubric supplied to English teachers by the Department Head. District required embedded assessments			
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012									

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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 Trainings	SpringBoard Levels 4-6 and Senior/English and ELL	DistrictTrainers for Professional Day Writing Coach Department Head Writing OTG	English Teachers and Co-teachers of SpringBoard Levels 4, 5, 6 and Senior (when applicable)	Professional Study Days and other training dates as offered.	Participants' participation is documented by district for trainings. Site-based offerings from Writing Coach, Department Head, and OTG will require sign-in and monthly follow-up classroom observations will offer monitoring opportunities.	
PLC Calibration and Best Practices	All levels English/ELL and ESE	Level PLC chairs / Writing Coach/Writing OTG	English Teachers and Co-teachers of SpringBoard Levels 4, 5, 6 and Senior (when applicable)	The last Monday of each month for regular PLC	Writing Coach will attend PLC's and collect feedback from meetings. WC will also follow up through email materials distribution and data collection. WC classroom visits and any requested model teaching or co-teaching classroom time will also be part of the monitoring.	
Writing Workshops	Primarily English Springboard Levels 4&5/ELL and ESE	Department Head/Writing Coach/ OTG/PLC Chairs	English Teachers and Co-teachers of SpringBoard Levels 4&5	As Indicated on the district pacing guides. (August, January, and April)	Writing Coach will follow up through classroom visits and teacher coaching. WC will also collect student sample work to assess and share with level 4 and 5 teachers.	
FCIM for GUMs	All Levels English	Writing Coach/OTG/PLC Chairs	English Teachers and Co-teachers of SpringBoard Levels 4, 5, 6 and Senior (when applicable)	Weekly Writing focused FCIM's Based on the four-day and reteach model.	Writing Coach will monitor teachers' FCIM activities through PLC and private conferences throughout the year and tailor materials to identified needs.	

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: 1. The attendance rate will increase from 91.57% in 2011-2012 to 95% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% 3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	-Students with serious personal, physical and family issues that are impacting attendance.	-Weekly administrative meeting to review attendance and target area.	-AP in charge of attendance will run weekly and monthly meetings with appropriate data and reports.	Administrative Team along with the Attendance committee will weekly progress monitor the data. We will examine the effectiveness of interventions and determine whether or not to increase or decrease efforts.	District attendance reports. We will look for gains overall and in subsets groups.
	91.57	95	-Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	-Weekly home visits	-Attendance Monitor will maintain database of all parent and student contacts		We will look at the correlations with attendance and grades at the end of every nine weeks.
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)		-Guidance starts with meeting with any senior that has more than 10 absences.	-Attendance Monitor will maintain database of all parent and student contacts		
	680	612		-Monthly attendance committee meeting to plan incentives and address concerns.	Social worker and AP will make weekly visits.		
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)		-Faculty meeting data chats about attendance and things teachers can do to make an impact.	Weekly staff meetings with admin team.		
	332	298		-Attendance initiatives -Administrators assigned to the top 100 excessively absence students from 2010-2011 school year.			
			1.2. SEE 1.1	1.2 SEE 1.1	1.2. SEE 1.1	1.2. SEE 1.1	1.2. SEE 1.1
			1.3. All teachers will post their attendance to Edline on regular basis, allowing parents to monitor attendance.	1.3. Check of EdLine postings	1.3. SEE 1.1	1.3. SEE 1.1	1.3. SEE 1.1

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.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	All/Admin	AP	At Administrator staff meetings	August/September	Review plan and student data every 20 days	AP
Edline	6-12	AP	As needed	On-going	Random check of EdLine postings	AP

End of Attendance Goals

Suspension Goal(s)

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Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Students with serious stress and frustration in the academic setting.	-Weekly administrative meeting to review discipline.	-APs in charge of discipline will run weekly and monthly meetings with appropriate data and reports.	Administration Team along with RtI committee	1.1. EdConnect EASI Discipline Data
	1430	1287	Students with serious personal, physical and family issues that are impacting discipline.	-Monthly RtI meetings.	-Faculty meeting data chats about discipline and things teachers can do to make an impact.		
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School	-Most students with significant discipline issues have serious personal or family issues that are impacting discipline.		-Parent liaison will maintain database of all parent and student contacts		
	648	583					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
705	634						
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
374	336						
			1.2. SEE 1.1	1.2. SEE 1.1	1.2. SEE 1.1	1.2. SEE 1.1	1.2. SEE 1.1
			1.3. SEE 1.1	1.3. SEE 1.1	1.3. SEE 1.1	1.3. SEE 1.1	1.3. SEE 1.1

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs	9-12	Title 1 Trainer	School wide	November (4 meetings)	Classroom Walk-throughs by	Principal

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				Or other scheduled district CHAMPS trainings.	Administration and Department Heads.	

End of Suspension Goals

Dropout Prevention Goal(s) Data not out yet

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1. -Finding and sustaining interested mentors to spend (academic) quality time with students. -Lack of time for adult mentors to spend with students -Takes time to create and maintain the early warning data base system	1.1. Identify incoming at risk 9 th graders using data including 8 th grade FCAT scores and 8 th grade absences. Monitor these students and have the Guidance Counselors meet with them quarterly to inform them of resources like tutoring and counsel them on topics such as graduation requirements and importance of FCAT and other test prep. Give at risk students a survey to identify possible barriers. Continue to use adult mentors for students with chronic attendance issues.	1.1. -AP -Subset of PSLT team interested teachers (mentors) -peer counselors -Guidance Counselors	1.1. Monitoring and reporting of data base at weekly administrator meetings and PLST meetings.	1.1. Database
The number of students who drop out of school before obtaining their diploma will decrease from ___% in 2012 to ___% in 2013. The graduation rate will increase from ___% from 2012 to ___% in 2013	2012 Current Dropout Rate: *	2013 Expected Dropout Rate: *	-Lack of parent involvement -Student attendance -Students in transition -Scheduling students in courses needed for graduation due to class size amendment	1.2. -Monitor students to ensure they are enrolled in various credit recovery class opportunities.	1.2. Guidance	1.2. Track the number of students who have entered and completed courses.
	2012 Current Graduation Rate: *	2013 Expected Graduation Rate: *	1.3 Students leave school for various reasons and often the school does not know why.	1.3. -Exit interview data	1.3. Data Processor	1.3.

2012-2013 School Improvement Plan (SIP)-Chamberlain High School

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
DOP PLCs	6-12	Mary Lou Whaley	All DOPs	Early release Mondays once a month	Survey and attendance	District personnel

End of Dropout Prevention Goal(s)

Health and Fitness Goal(s)

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

2012-2013 School Improvement Plan (SIP)-Chamberlain High School

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. High School students will engage in the equivalent of one class period per day of physical education for two semester while in grades 9 through 12.	1. Principal Guidance Counselors APC	1. Checking of student schedules	1. Student schedules Master schedule
Health and Fitness Goal #1: 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 31.5% on the Pretest to 41.5% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	31.5%	41.5%					
			2.	2. Health and physical activity initiatives developed and implemented by the school’s HOPE teachers.	2. Principal Guidance Counselors APC	2. HOPE teachers planning and promotion of different activities	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
				3. Five physical education classes per week for a minimum of two semester with a certified physical education teacher.	3. Physical Education Teacher	3. Classroom walk-throughs Class schedules	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Chamberlain High School

* 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	1.1	1.1	1.1	1.1
Continuous Improvement Goal #1: 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)” will increase from 72% in 2012 to 75% in 2013.	2012 Current Level :*	2013 Expected Level :*	- PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.	PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work. -Use county PLC form recommended by district SAC team.	<u>Who</u> Administration Teachers who have received District training in PLCs and PLC Facilitation <u>How</u> - Administration will review PLCs logs. - Administrators will “pop in” to their assigned PLC group meetings.	How will the evaluation tool data be used to determine the effectiveness of strategy?	PLC Facilitators will provide feedback to MTSS team on progress of their PLC.
	72%	75%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	9-12	Teachers who have received District training	School-Wide	Preplanning-June on last Early Release Monday of each month. Faculty meetings	Administration walk-throughs of PLC meetings	Administration Department Heads

2012-2013 School Improvement Plan (SIP)-Chamberlain High School

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).

Reading Goal
2012-2013 School
 In the grades of 9 & 10, the percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.

2012 Current Level of Performance:*

82%
(22)

2013 Expected Level of Performance:*

84%
(12) less students testing this year

A.1. - Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum.
 -Lack of common planning time to discuss best practices before the unit of instruction.
 -Lack of common planning time to identify and analyze core curriculum assessments.
 -Lack of planning time to analyze data to identify best practices.
 - Need additional training to implement effective PLCs.
 - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).

A.1. See
Reading Goal 5d

A.1. 38

A.1.

A.1.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1. Students are reluctant to speak and must feel comfortable with testing personnel.	1.1. ELL students will practice retelling the story in sequence and will listen to literature spoken by proficient English speakers.	1.1. School based administration, ESOL Specialist, EET Peers and Mentors, and District Resource Teachers will do utilize the following: Classroom observations Administrative Walk-throughs	1.1. PLC Meetings with English/Reading Teachers	1.1. Rosetta Stone
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 50% to 55%.	2012 Current Percent of Students Proficient in Listening/Speaking: 50					
		1.2. Students native language structure is lacking.	1.2. Practice using visuals to prompt Declarative and Interrogative sentences.	1.2.	1.2. ESOL Teacher Feedback from Lesson Plans	1.2. Teacher Lesson Plans
		1.3. Students have varying levels of English proficiency.	1.3. Students will use visuals of common English vocabulary.	1.3	1.3. ESOL Strategies checklist usage by Core Curriculum	1.3. Cella Online Listening/Speaking Test
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1. Students have varying levels of English proficiency and English Language acquisition is not consistent throughout the grade levels.	2.1. Teachers will differentiate instruction to enhance learning for ELL students. ERT will implement Kagan Strategies.	2.1. School based administration, ESOL Specialist, EET Peers and Mentors, and District Resource Teachers will do utilize the following: Classroom observations Administrative Walk-throughs CALLA handbook checklist for Evaluating CALLA instruction	2.1. PLCs reflect on lessons presented and classroom teachers will use grades to calculate student progress.	2.1. Teacher Made Assessments
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 18% to 27%.	2012 Current Percent of Students Proficient in Reading : 18					
		2.2. Test format is unfamiliar to ELLs and there are Teachers with varying levels of ESOL training and the allocation of bilingual paraprofessionals is not sufficient.	2.2. Teachers will increase their knowledge of ESOL strategies through District ESOL training. Bilingual Para support.	2.2. School based administration, ESOL Specialist, EET Peers and Mentors, and District Resource Teachers will do utilize the following: Classroom observations Administrative Walk-throughs CALLA handbook checklist for Evaluating CALLA instruction	2.2. ERT Meets with English and Reading teachers to assist with analysis of ELL performance data	2.2. Core Curriculum End of Unit tests
	Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012		2.3. Teachers usage of A+ Rise	2.3. ERT will utilize A+ Rise	2.3. School based administration, ESOL Specialist, EET Peers and Mentors, and District Resource Teachers will do utilize the following: Classroom observations Administrative Walk-throughs CALLA handbook checklist for Evaluating CALLA instruction	2.3. Analyze district assessment of ELL students

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			Amberlain High School	See Math Goal 5d	F.1. <u>Who</u> Principal APC ESE Department Head, and PLC Facilitators within the Department	F.1. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	F.1. <u>2-3x Per Year</u> Nine Week Common Assessment twice a week with weekly FCIM quizzes -Weekly testing on targeted students. -Administrative Walk Throughs of Department/ PLC meetings	
<u>Mathematics Goal F:</u> In the grades of 9 & 10, the percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or not decrease by 1%.	<u>2012 Current Level of Performance:*</u> 87%	<u>2013 Expected Level of Performance:*</u> 89%	-Student attendance -Student apathy -Student’s deficiency of skills		<u>How</u> Administration reviews Department PLC meeting logs and provides feedback. Information from PLC meetings shared at Leadership meetings.			
			F.2.		F.2.	F.2.	F.2.	F.2.
			F.3.		F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			Amberlain High School	See Math Goal 5d	G.1.	G.1.	G.1.	
<u>Mathematics Goal G:</u> In the grades of 9 & 10, the percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u> 11%	<u>2013 Expected Level of Performance:*</u> 20%	-Student attendance -Student apathy -Student’s deficiency of skills					
			G.2.		G.2.	G.2.	G.2.	G.2.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	See Algebra Goals 1 & 2.	1.1.	1.1.	1.1.
Geometry Goal H: The percentage of all curriculum students scoring in the Middle and Upper Thirds on the 2013 Geometry EOC will increase from 54% to 57%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	54%	59%					
			1.2.		1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	See Algebra Goals 1 & 2.	2.1.	2.1.	2.1.
Geometry Goal I: The percentage of all curriculum students scoring in the Upper Third on the 2013 Geometry EOC will increase from 20% to 23%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20%	28%					
			2.2.		2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1	J.1	J.1.
<p>Science Goal J:</p> <p>In the grade of 11th, the percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or decreased by no more than by 1%.</p>			<p>-Not all teachers of the same course give the same common assessment at the end of the instructional cycle.</p> <p>-Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>- Students lack of background knowledge.</p> <p>-Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>Strategy</p> <p>SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.</p> <p>-Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.</p> <p>-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>Who</u></p> <p>Principal, Site APC Department Head</p> <p><u>How</u></p> <p>IEP Progress Reports reviewed by the Case manager</p>	<p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p>	<p>J.1.</p> <p>Semester Exams</p> <p><u>Formative Assessment</u></p> <p>#1 given in September #2 given in November #3 in February</p> <p>Mini-assessment given with each Chapter test.</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit)</p>
<p>Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012</p>			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology.			<p>-Not all teachers of the same course give the same common assessment at the end of the instructional cycle.</p> <p>-Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>- Students lack of background knowledge.</p>	<p>1.1 <u>Strategy</u></p> <p>The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p>Action Steps</p> <p>Plan</p> <p><i>Planning/PLCs Before the Lesson</i></p> <p>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p>Specifically, PLCs reflect on the following questions:</p> <p>--Does the assessment match the intended essential learnings and learning targets? (EET Rubric 1f)</p> <p>--Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?</p> <p>--If using 48 rubric, have we come to consensus what each level of the rubric looks like?</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Science Coach</p> <p>-Science Subject Area Leaders/Department Heads</p> <p>-Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into Administration Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin, Department Heads, and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation (Admin and Peer/Mentor)</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p> <p><i>1st Grading Period Check</i></p> <p><i>2nd Grading Period Check</i></p> <p><i>3rd Grading Period Check</i></p>	<p><u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data for all Biology courses.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p>-After each assessment, PLCs will ask the following questions:</p> <p>1. How are we using data to inform our instruction?</p> <p>2. What barriers to implementation are we facing and how will we address them?</p> <p>3. To what degree are we making progress towards our SMART goal?</p> <p>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</p> <p>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</p> <p>6. Are there skills that need to be re-taught to targeted students?</p> <p>7. How do we report and share our results with the Leadership Team?</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction.</p>	<p>1.1. Formative Assessments/A,B,C</p> <p>Remediation of formative benchmark through FCIM</p> <p>Mini Assessments with each unit</p> <p>CISM quiz results</p> <p>Assessment on Common standards through achievement series</p> <p>Semester exams</p>
<u>Biology Goal K:</u>							
The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 36% to 46%.	36%	46%					
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012							

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or not decrease by more than 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of command of diction and syntax which is needed to progress to level 4 and above requirements of mature command of language a variation of sentence structure. -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.	Strategy SWD student achievement improves through the effective and consistent implementation of students’ IEP goals, strategies, modifications, and accommodations.	<u>Who</u> Principal APC Dept Head <u>How</u> IEP Progress Reports reviewed by Case manager	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	On-going writing prompts and assessments
	100%	99%					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study.	1.1 PLC or Department Heads	1.1 Administrative/Department Head walk-throughs	1.1. Logging number of project-based learning activities in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	9-12	Department Heads	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Sustain/Increase the number of Career Technical program certification holders from 56 in 2011-2012 to 62 in 2012-2013.	1.1.	1.1. Increase student participation in CTE classes	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. CTE test for each CTE area within the school. Classes taken for each CTE area.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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 or growing CTE class participation and completion.	9-12	District CTE	CTE Teachers	On-going	Log of students taking classes and taking tests.	CTE Contact Teacher

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" 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.
We are working on recruiting Hispanic members on our SAC team.

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
This will be done once the grant process is completed and the items awarded to the grant winners.			
Final Amount Spent			