

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Wharton High	District Name: Hillsborough
Principal: Bradley Woods	Superintendent: MaryEllen Elia
SAC Chair: John Watkins	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	Brad Woods	MEd Ed. Lead. BS Math	4	12	11/12 Wharton: 10/11 Wharton: B 72% on AYP 09/10 Wharton: A 72% on AYP
Assistant Principal of Curriculum	Kevin Stephenson	MEd Ed. Lead. BS Soc. Science	13	7	11/12 Wharton: 10/11 Wharton: B 72% on AYP 09/10 Wharton: A 72% on AYP
Assistant Principal of Administration	McKinley Glover	MEd Ed. Lead. BS Physical Education	1	12	11/12 Wharton: 10/11 Sickles: B 77% on AYP

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Assistant Principal	Kedrick Harris	MEd Ed. Lead. BA English Education.	8	8	11/12 Wharton: 10/11 Wharton: B 72% on AYP 09/10 (not an administrator)
Assistant Principal	Vicki Key	MEd Ed. Lead. BS Family Stud.	10	10	11/12 Wharton: 10/11 Wharton: B 72% on AYP 09/10 Wharton: A 72% on AYP
Assistant Principal	Mary Dance	MEd Ed. Lead. BS Bus. Information	3	3	11/12 Wharton: 10/11 Wharton: B 72% on AYP 09/10 Wharton: A 72% on AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Jennifer Simard	MA Reading BA English	11	6	11/12 Wharton 10/11 Wharton: B 72% on AYP 09/10 Wharton: A 72% on AYP

Highly Qualified Teachers

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

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

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2. Recruitment Fairs	Quincy Bell	June	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. Opportunities for teacher leadership	Principal	ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8 out of field	<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>Reading 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>Department Head/PLC Chair</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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146	3% (4)	24% (35)	32% (47)	41% (60)	42% (61)	95% (139)	6% (9)	5% (7)	18% (26)
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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
Lauriann Jones	Lindsey Gunter	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Lauriann Jones	Michella Lettierio	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Lauriann Jones	Douglas Moser	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Lauriann Jones	Gabriela O’Rourke	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Lauriann Jones	Helen Rosacia	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Lauriann Jones	Carolyn Weld	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Lauriann Jones	Monica Young	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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

Other

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

School-Based MTSS/Rti Team
<p>Identify the school-based MTSS Leadership Team.</p> <ul style="list-style-type: none"> A. Bradley Woods -Principal B. Kevin Stephenson– Assistant Principal for Curriculum C. McKinley Glover – Assistant Principal for Administration D. Vicki Key – Assistant Principal E. Kedric Harris– Assistant Principal F. Mary Dance – Assistant Principal G. Melissa Merchant – School Psychologist H. Brian Noll– School Social Worker I. Marianne Coleman – ESE Specialist J. Guidance Counselors (Rogers, Tonelli, Theiss, Ferguson, and D’Agostino) K. Department Heads (Maloney, Reynolds, Watkins, Haughey, Wooley, Coleman, Kocher, Belanger) <p>(Note that not all members attend every meeting, but are invited based on the goals for the meeting)</p>
<p>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?</p> <p>The purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.</p> <p>The MTSS is considered the main leadership team in our school. The MTSS will meet weekly and use the problem solving process to:</p> <ul style="list-style-type: none"> • Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) • Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students’ non-mastery of skills through: <ul style="list-style-type: none"> ○ Tutoring during the day in small group pull-outs in reading ○ Extended Learning Programs during and after school ○ Intensive Reading and Math classes • Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis • Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Review and interpret student data (academic, behavior and attendance) at the school and grade levels • Organize and support systematic data collection as needed • Strengthen the Tier 1 (core curriculum) instruction through the:

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- Implementation and support of PLCs
- Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments* in math, science, and language arts
- Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
- Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs)
- Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas, except math).

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 MTSS and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the MTSS. 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 MTSS will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The MTSS will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

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Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.
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- The MTSS will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger MTSS team through the subject area PSLT representatives.
- The MTSS and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students’ progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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.

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test and Algebra I EOC	School Generated Excel Database	Reading Coach, LA DH, Math DH, Science DH, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	MTSS, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	MTSS, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers

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FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL MTSS Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	DHs, individual teachers, PSLT
Nine Week Exams	Subject Area Generated Excel Database	DHs, individual teachers, PSLT
Semester Exams	Subject Area Generated Excel Database	DHs, individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

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

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

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	MTSS/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Database in Excel	PSLT/PLCs

*Students who performed poorly on the FCAT reading will receive pull-out tutoring for reading instruction during the school day. Additionally, the Extended Learning Program (ELP) is held after school from Monday through Thursday to provide support in the area of mathematics. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills.

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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 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).

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

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
- English Department Head

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

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

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and

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principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

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

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

- Encouraging teacher collaboration in PLCs
- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan

NCLB Public School Choice

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

***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.

***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.

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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, 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?

Wharton High annually will hold elective fairs in the spring to coincide with programming (student course selection). Based on interest, courses offerings will be aligned to 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, Wharton High 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 and prepare our students for post-secondary studies.

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](#).

Wharton High School has reflected over our *High School Feedback Report* for 2010 data. The following is a summary of the data that stood out most to us:

- The percentage of students completing a college prep curriculum at Wharton is 69%, exceeding both the district and state averages.
- The percentage of 2009 graduates completing at least one AP or dual enrollment course at Wharton is approximately 56%, exceeding both the district and state averages and a 10% increase since 2008.
- Between the years of 2008 and 2010, the number graduates eligible for Florida Academic Scholars rose from 5% to 9% of the graduating class
- Wharton was 10% above the state average for students attending a state university during the Fall of 2010
- Wharton experienced a nearly 20% increase in the number of graduating seniors that took the SAT between 2008 and 2010.

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

Hillsborough county provides a variety of opportunities for students to learn about prospects at postsecondary institutions through programs such as:

- **Amazing Race**-Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities, and program offerings for incoming college freshmen.
- **Hi-Tec Trek**- Provides 11th graders with an opportunity to explore Hillsborough County's post-secondary centers for enrollment and program opportunities.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework provided to graduation.

In addition, the Hillsborough county career pathways consortium coordinates articulation agreements to provide Hillsborough County High School Program Completers with free credit at postsecondary centers across the state of Florida.

School-Level

Specifically at Wharton, students may participate in the following:

- Using SAI funds, Saturday SAT and ACT prep classes are offered. Counselors will meet with all juniors to encourage students to complete the class and take the test.
- College Visits - Various college representatives visit the Beacon of Hope to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- 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.
- 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

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dates, etc.

- Junior Night - juniors and their parents are given 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.
- Communication letters on the PSAT will be sent home with students to advertise the PSAT classes and testing dates.
- ELP funds will be used to provide tutorial sessions for math students 4 times a week.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Professional Development

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.	1.1.	1.1.	1.1.	1.1.
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 53 to 55.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, PLCs will complete a site-based PLC log and have assigned PLC leaders.	Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Actions/Details -Grade level/like-course PLCs use a Site-Based PLC log to guide their discussion and way of work. Discussions are summarized on log. Focus Areas Increase rigor and relevance with: 1- high-order questioning 2-complex text or tasks 3-student engagement 4-problem solving 5-writing and discussion	Who -Principal -APC -AP (PLC) -Department. Heads -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration -PLC logs are reviewed monthly -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at staff & dept. head meetings.	1.1. School has a system for PLCs to record and report during-the-grading period outcomes to administration, dept. heads and reading coach.	1.1. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit) Semester Exams EOCs
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1	2.1.	2.1.	2.1.
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 29 to 32.	<u>2012 Current Level of Performance:*</u> 29	<u>2013 Expected Level of Performance:*</u> 32		See goal 1.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1.	3.1.	3.1.	3.1.	3.1.
<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from points 61 to 62 points.	<u>2012 Current Level of Performance:*</u> 61	<u>2013 Expected Level of Performance:*</u> 62		See goal 1.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 59 points to 60 points.	<u>2012 Current Level of Performance:*</u> 59	<u>2013 Expected Level of Performance:*</u> 60		See goal 1.			

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			4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.2 <u>Strategy</u> Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -Reading Coach identifies lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher and Reading Coach	4.2 <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the data collection used between teachers and ELP teachers outlining skills that need remediation.	4.2 Supplemental data shared with administration and reading teachers who have students.	4.2 FAIR Mini-reading assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.				See goal 1.			
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See goal 1.	5A.1.	5A.1.	5A.1.
<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 72% to 75%.</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 33% to 40%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 48% to 53%.</p>	<p>White:72 Black: 33 Hispanic: 48 Asian: 71 American Indian: N/A</p>	<p>White:75 Black: 40 Hispanic: 53 Asian: 73 American Indian:N/A</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p><u>Reading Goal #5B:</u></p> <p>The percentage of economically disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 30% to 37%.</p>			5B.1.	5B.1. See goal 1.	5B.1.	5B.1.	5B.1.
	<p>2012 Current Level of Performance:*</p> <p>30%</p>	<p>2013 Expected Level of Performance:*</p> <p>37%</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 27% to 34%.</p>			5C.1.	5C.1. See goal 1.	5C.1.	5C.1.	5C.1.
	<p>2012 Current Level of Performance:*</p> <p>27%</p>	<p>2013 Expected Level of Performance:*</p> <p>34%</p>					

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		5C.2. -Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.2. <u>Who</u> -School based Administrators -ELL Resource Teacher <u>How</u> -Administrative walk-throughs ELL Strategies Checklist	5C.2. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.2. <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests FAIR CELLA	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	

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<p><u>Reading Goal #5D:</u> The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		<p>See goal 1.</p>			
	<p>38%</p>	<p>44%</p>					
			<p>5D.2. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.</p>	<p>5D.2. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>5D.2. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>5D.2. -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 goal. -PLCs reflect on lesson outcomes and data used to drive future instruction. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.2. -FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ tests with data aggregated for SWD performance</p>

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

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				meetings)		
5 –Active Reading Strategies	9-12 Teachers	Reading Coach	Intensive Reading teachers	August	PLCs, classroom walkthroughs, and evidence of student work samples	Reading Coach
Bi-Monthly & Monthly PLCs	9-12 Teachers	PLC Leaders	ALL Teachers	Minimum of 1 meeting per month	Teachers submit PLC notes to Dept. Head and Assistant Principal	Principal, APC, A.P. SAO, Dept. Heads. and Reading Coach
FAIR Training	9-12 English and Reading Teachers	Reading Coach	English and Reading Teachers	Ongoing throughout the school year	FAIR Assessment Data and Classroom walkthroughs	Reading Coach
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	9-12 English and Reading Teachers	English Dept. Head, Assistant Chair, Reading Coach	English and Reading Teachers	August & Follow-up (TBA)	PLCs, classroom walkthroughs, and evidence of student work samples	Principal, APC, English Dept. Head and Reading Coach
Analyzing Student Data	Grades 9-12	PLC Leaders & Reading Coach	All teachers	On-going	Administrator will review PLC logs to monitor the analysis of student data to inform instructional decisions.	Principal, APC, and Reading Coach

End of Reading Goals

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

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

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. PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.1. Strategy Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified and generated prior to the teaching of the unit. -The Algebra 1 PLC will use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are	1.1 Who -Principal -AP -Department Head -Algebra 1 PLC facilitator How PLCS turn their logs into administration monthly -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team	1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, DH, and/or leadership team.	1.1. <u>3x per year</u> District Formative Assessments Semester Exams <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
<u>Algebra Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 26% to 28%.	<u>2012 Current Level of Performance:*</u> 26	<u>2013 Expected Level of Performance:*</u> 28					

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				summarized on log. -Additionally FCIM will be utilized in the form of mini-lessons for bellwork. These mini-lessons are selected based on formative assessment data.			
		1.2. Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	1.2. Strategy/Task Students' math achievement improves when teachers use on-going student data to differentiate instruction. Actions/Details Within PLCs Before Instruction and During Instruction of New Content -Using data from county created formative assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. An item analysis of formative data will drive FCIM lessons and provide direction for differentiation. -Additional action steps for	1.2. Who -Principal -AP -Department Head -PLC facilitators of Algebra 1 How	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system (formative) 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 formative assessment data to drive future instruction. Leadership Team Level -PLC facilitator/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction	1.2. 3x per year District Formative Assessments Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)	

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			this strategy are outlined on grade level/content area PLCs.			
		1.3. The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	1.3. <u>Strategy</u> Students' math achievement improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate to students specific academic deficiencies -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Attendance data collected by the ELP teacher on a weekly or basis and communicated back to the regular classroom teacher. -The students is expected to master the specific skill before the EOC	1.3. <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the attendance logs and data collection used between teachers and ELP teachers outlining skills that need remediation	1.3. Supplemental data shared with leadership and classroom teachers who have students	1.3. Student academic progress (Edline)
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
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.		2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 3% to 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math Goal 1.1, 1.2, and 1.3			
	3	10				
		2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning 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	Algebra 1	PLC facilitator	Math Departmental and course-specific PLCs	PLC Meetings every month	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	Algebra 1	Math DH	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC
FCIM	Algebra 1	Math DH	Math Departmental and course-specific PLCs	PLC Meetings every month	Administrators conduct targeted classroom walk-throughs to monitor Florida Achieves bellwork (mini-lessons)	Administration Team
AVID strategies	All high school math	AVID liaison	Math Department	Monthly math meeting	PLC Logs, Administrative walkthroughs	Administration Team

End of Mathematics Goals

All Science Goals are new for High Schools (see back of document)

Science Professional Development

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

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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
Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)	Grades 9-12	DEPARTMENT HEAD and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 2 times per month	Department Head conducts targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades 9-12	Science Coach/DEPARTMENT HEAD and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 2 times per month	Department Head conducts targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades 9-12	Reading Coach Science DEPARTMENT HEAD Reading Leadership Team	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Department Head walk-throughs	Administration Team & Reading Coach

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.		-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the	Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps -Based on baseline data, PLCs will create measurable goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or	Who Principal APC DEPARTMENT HEAD District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)	How will the evaluation tool data be used to determine the effectiveness of strategy? -See “Check” & “Act” action steps in the strategies column -PLC/individual team members sharing outcomes and lesson planning cooperatively to improve outcomes.	-Student monthly demand -writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will	<table border="1"> <tr> <td>2012 Current Level of Performance:</td> <td>2013 Expected Level of Performance:</td> </tr> <tr> <td>88%</td> <td>90%</td> </tr> </table>					
2012 Current Level of Performance:	2013 Expected Level of Performance:					
88%	90%					

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<p>increase from 88% to 90%.</p>			<p>state.</p>	<p>above on the end-of-the Grading Period writing prompt.)</p> <p><u>Plan:</u> -Professional Development for updated writing rubrics -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students</p> <p><u>Do:</u> -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Frequent student conferencing, both teacher-led and student-led.</p> <p>-Continuous use of multiple teaching strategies, including Kagan, CRISS, and Springboard activities/techniques.</p> <p><u>Check:</u> Review of formal/informal assessments and scoring monthly writing prompts -PLC discussions and analysis of student writing to determine trends and needs</p> <p><u>Act:</u> -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others</p>	<p><u>How Monitored</u> -PLC logs -Classroom walk-throughs Observations shared during PLC meetings.</p>		
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				<ul style="list-style-type: none"> -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s) -Apply PLC guidelines to classroom instruction 			
		<p>1.2. -Improve the teaching of reading skills of Language Arts teachers. -Become more proficient at pacing and teaching Springboard lessons.</p>	<p>1.2 Strategy Students' reading, writing, language, and listening /speaking skills improves through engagement in college and career preparatory lessons/activities/tasks that promote high levels of thinking.</p> <p>Action Steps <u>Within PLCs</u> <u>Before the unit</u> -Create norms. -Unpack an assessment and rubric. -Share strategies and activities for upcoming unit. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?) -Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment. -Reflect on barriers and successes from the year before. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit. -Decide on common terminology to use with students and during PLC discussions. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Decide on which vocabulary terms need to be taught during the unit.</p>	<p>1.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p>How PLCs turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. -Administrative walk-throughs looking for implementation of strategy with</p>	<p>1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress against the Springboard pacing guide. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares with appropriate staff members as needed. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. During the Grading Period Common assessments (pre, post, mid, section, end of unit)</p>	

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			<p>-Discuss the student’s curriculum checklist.</p> <p>-Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.</p> <p><u>During the unit</u></p> <p>-Determine:</p> <p>--What is working?</p> <p>--Is there a need to enrich the instruction? How?</p> <p>--What isn't working?</p> <p>--Is there a need to supplement the instruction? How?</p> <p>--Are the needs of our ELL/SWD being met?</p> <p>--How can civics be added into instruction?</p> <p>--Is there a need for a demonstration classroom and/or teacher swap?</p> <p>-Conduct a pacing check.</p> <p>-Bring anchor activities (artifacts) to assess student understanding.</p> <p>-Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?)</p> <p>-Plan strategies to differentiate.</p> <p>-Plan higher order thinking questions</p> <p>-Discuss portfolio implementation (Success/Barriers).</p> <p>-Discuss baseline data/data from anchor activities/data from EAs.</p> <p>-Determine whether teachers want to add additional criteria to the EA rubric.</p> <p>-Discuss additions to the writer’s checklists.</p> <p><u>During the assessment</u></p> <p>-Agree upon a date when all assessments need to be completed.</p> <p>-Discuss successes and challenges.</p>	<p>fidelity and consistency.</p> <p>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>		
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			<p><u>After the assessment</u> Participate in an assessment Norming session (Data to be discussed after EAs are all scored).</p> <p><u>After all assessments have been scored</u> -Reflect on the unit. -Reflect on the effectiveness of the PLC (survey). -Revisit portfolios. -Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened. -Recognize successes and celebrate.</p> <p><i>In the classroom</i> <u>During the lessons, teachers:</u> -Post essential questions and daily objectives. -Explicitly reference connections between the following: essential questions, daily objective, and assessment. -Select learning strategies as needed. -Group students appropriately. -Scaffold instruction building towards higher complexity. -Model and provide opportunities for guided and independent practice of skills aligned with the assessment. -Select academic vocabulary from text to be used during a unit of instruction. -Use multiple types of formative assessment and provide consistent checks for student understanding. -Use data during the lesson and after the assessment to inform instruction.</p> <p><u>During the lessons, students:</u> -Understand the criteria which will be used to evaluate their work. -Understand the purpose of the lesson and its connection to the</p>			
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			<p>assessment.</p> <ul style="list-style-type: none"> -Think critically and creatively. -Actively draw upon prior knowledge and use that knowledge to connect with lesson goals. -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in written and oral responses. <p><u>After the lessons, teachers:</u></p> <ul style="list-style-type: none"> -Post exemplars of student work. -Self reflect on lessons. 			
		<p>1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are working cooperatively to support and have agreed to work on a one-on-one level with individual members.</p>	<p>1.3. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they will work with the Springboard Pacing Guide, and compare assessment results with the PLC. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <p><u>Actions/Details</u></p> <ul style="list-style-type: none"> -Teachers will share activities and materials with other PLC members. -Teachers will follow the Springboard pacing guide, while using the appropriate 	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Department Head -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team</p>	<p>1.3 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, DEPARTMENT HEAD, and/or leadership team.</p>	<p>1.3. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>

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			modifications/accommodations as needed. -Teachers are encouraged to post successful activities and strategies on to the PLC bulletin board and with individual members.	-Administration shares the data of PLC visits with staff on a monthly basis.		
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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
Writing Holistic Scoring Training	10	DH PLC facilitators Academic Coach	English II Teachers PLC-grade level and vertical teams	On-going	Materials/strategies shared through PLC	Principal APC DH PLC Facilitators
Mode-based Writing Training	10	DH PLC facilitators Academic Coach	English II Teachers PLC-grade level and vertical teams	On-going	Materials/strategies shared through PLC	Principal APC DH PLC Facilitators
Springboard Pacing	10	DH PLC facilitators Academic Coach	English II Teachers PLC-grade level and vertical teams	On-going	Materials/strategies shared through PLC Assessment/artifacts easily accessed(portfolios, class exhibits)	Principal APC DH PLC Facilitators

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance				
	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 attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:					
1. Attendance	1.1. Many students with	1.1. The Administrative Team as	1.1. AP appropriate reports	1.1. Administrative team and subset	1.1. Attendance data

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Attendance Goal #1: Enter narrative for the goal in this box.	2012 Current Attendance Rate:* 92.12	2013 Expected Attendance Rate:* 92.5	significant unexcused absences (20 or more) have serious personal or family issues that impact on their attendance. Lack of staff and time to focus on attendance	well as other appropriate staff will meet at the beginning of weekly staff meetings to discuss targeted students and to review the school's attendance plan. Phone calls on 5 th and 10 th day of unexcused absence (Guidance Counselor/drop-out prevention specialist) Focus on the students who have between 5 and 20 days absent to lower their percentage of absences. Focus on students that want to go to impact the following year. Add attendance as a requirement of admission to Impact.	for discuss and for monitoring purposes Administrative team, Social Worker, Guidance Counselors, Drop-out prevention specialist	of PSLT will examine data monthly.				
	2012 Current Number of Students with Excessive Absences (10 or more) 427	2013 Expected Number of Students with Excessive Absences (10 or more) 400								
	2012 Current Number of Students with Excessive Tardies (10 or more) 32	2013 Expected Number of Students with Excessive Tardies (10 or more) 30								
							1.2	1.2. Parent/AP/Student conf scheduled on 15 th day unexcused absence develop plan to reinstate driving privileges and to improve attendance	1.2. Administrative team, Social Worker, Guidance Counselors, Drop-out prevention specialist	1.2.
							1.3.	1.3. Teachers need to enter EASI attendance information daily	1.3. Administrative team	1.3.

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. School-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form -Where needed, administration conducts individual teacher walk-through data chats.	1.1. -Leadership Team -Administration	1.1. Leadership Team will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly	1.1. UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
Wharton will decrease the incidences of in and out-of-school suspension for the 2012-13 school year.	2896	2750					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	922	900					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1111	1000					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
416	400						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1. Increased graduation standards, economic issues and attendance are anticipated barriers.	1.1. Identify and mentor AT-Risk students by providing additional support as needed Students who are over-age, have a low number of credits, have a low GPA, and a high rate of absence are identified and given support through small group and/or. Individual mentoring support.	1.1. Administrative staff, school social worker, school intervention specialist, school psychologist meet on a weekly basis to discuss identified students. Input from guidance counselors and ESE specialist are also shared.	1.1. Monitoring of grade and attendance improvement will be used to determine effectiveness.	1.1. Ed-line and attendance reports can be shared with student during mentoring to help student evaluate his/her progress.
The number of high school dropouts at Wharton will decrease from _____ in 2012 to 6% in 2013.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	Data Forthcoming	6				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Data Forthcoming	94				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement						
Parent Involvement Goal #1:						
Based on the 2010-2011 School Climate and Perception Survey for Parents, the percentage of parents who strongly agree with the indicators under Communication will increase from 24.5% to 35% in 2013.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	1.1. Substantial number of telephone numbers that are incorrect. Households without internet connection.	1.1. Communicate with parents using various methods including ParentLink, monthly newsletter, website, EdLine, and marquee. DP Clerk will monitor the ParentLink call report to collect data on bad numbers	1.1. Webmaster will manage e-mails sent to website. Administration will maintain marquee, newsletter and EdLine.	1.1. ParentLink report data will be compared w/ the previous reports to determine the amount of incorrect numbers. Marquee, newsletter and EdLine information will be evaluated at each administrative staff meeting. EdLine utilization logs
	24.5	35				
			1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement		2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:						
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
			2.1.	2.1.	2.1.	2.1.
						2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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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. None	1.1. High school students will complete one credit of HOPE	1.1. Principal Guidance Counselors APC	1.1. Student schedules Master schedule	1.1. Pacer results
Health and Fitness Goal #1: During the 2011-2012 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 75% on the Pretest to 80% on the Posttest. <i>Schools will enter the data after the Pretest and Posttest. Make sure the Posttest represents a minimum of a 10% increase.</i>	2012 Current Level :*	2013 Expected Level :*					
	75	80					
			1.2. Poor student fitness	1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team or principals' designee.	1.2. H.E.A.R.T. team or principals' designee	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health	1.2. Pacer results
		1.3.	1.3. Five physical education classes per week for a minimum of one semester for all high school graduates	1.3. Physical Education Teacher	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health	1.3. Pacer results	

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)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. Not enough time to meet	1.1. PLCs can utilize early release days and common planning periods for additional time	1.1. <u>Who</u> Administration <u>How</u> - Administration will review PLCs logs and provide feedback.	1.1. MMST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1. Communication survey
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 Committed to Continuous Improvement)” will increase from 32.1% in 2011 to 40% in 2013.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
			1.2. - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.	1.2. PLC log templates will be created that include the SIP’s goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.	1.2. <u>Who</u> Administration Teachers who have received District training in PLCs and PLC Facilitation <u>How</u> - Administration will review PLCs logs.	1.2. MMST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

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End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 1 and 5d				
The percentage of students scoring proficient in reading (Levels 4-9) will increase from 94% in 2012 to 96% in 2013.	94%	96%					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 1 and 5d				
The percentage of students making learning gains in reading will increase from 6% in 2012 to 10% in 2013.	6%	10%					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient in listening/speaking will increase from 65% in 2012 to 68% in 2013.	2012 Current Percent of Students Proficient in Listening/Speaking:		See Reading ELL Goal 5C.2 and Goal 1			
	65					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient in reading will increase from 24% in 2012 to 27% in 2013.	2012 Current Percent of Students Proficient in Reading :		See Reading ELL Goal 5C.2 and Goal 1			
	24%					
	2.2.	2.2.	2.2.	2.2.	2.2.	
	2.3.	2.3.	2.3.	2.3.	2.3.	

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient in writing will increase from 40% in 2012 to 43% in 2013.	2012 Current Percent of Students Proficient in Writing :		See Reading ELL Goal 5C.2 and Goal 1			
	40%					
	2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3	2.3

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).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: The percentage of students scoring proficient in mathematics (Levels 4-9) will increase from 93% in 2012 to 95% in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Math Goal 1.1, 1.2, and 1.3			
	93%	95%					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		G.1.	G.1. See Math Goal 1.1, 1.2, and 1.3	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students making learning gains in mathematics will increase from 8% in 2012 to 12% in 2013.	8%	12%				
			G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.		1.1.	1.1. See math goals 1.1-1.3	1.1.	1.1.	1.1.
Geometry Goal H:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring in the middle or upper third in Geometry will increase from 70% in 2012 to 73% in 2013.	70%	73%				

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: The percentage of students scoring in the upper third on Geometry will increase from 39% in 2012 to 42% in 2013.	2012 Current Level of Performance: * 39%	2013 Expected Level of Performance: * 42%	See math goals 1.1-1.3			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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.
Science Goal J: 2012 Current Level of Performance: * 2013 Expected Level of Performance: *		See Biology Goal 1.1-1.3			

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The percentage of students scoring proficient in mathematics (Levels 4-9) will increase from 91% in 2012 to 93% in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	91	93		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 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
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1. T	1.1.	1.1.	1.1.
Biology Goal K: The percentage of students scoring in the middle or upper third in Biology will increase from 63% in 2012 to 66% in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not all teachers of the same course give the same common assessment at the end of the instructional cycle.	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?” Specifically, PLCs reflect on the following questions: (EET Rubric 1e, 4d) <i>--Does the assessment match the intended essential learning and learning targets?(EET Rubric 1f)</i>	PLC or grade level lead - Subject Area Leaders Administrators	Teacher Level Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system.	District Baseline and Mid-Year Testing EOC Formative Assessments District Generated Unit Mini – Assessments Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)
	63%	66%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			- Teachers at varying skill and experience levels with the PLC, data analysis,	Students’ comprehension of course content/standards increases through teacher’s use of data for planning.	-AP’s -Science Coach (Troy Suarez)	Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this	- Common assessments (pre, post, mid, section, end of unit)

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		and progress monitoring.	Specially, teachers use on-going progress monitoring data (FCAT, district formative assess. baseline, mid-year, nine week assessments, semester exams, curriculum assessments to plan and deliver mini-lessons and mini-assessments	-Science Subject Area Leaders/Department Heads <u>How</u> -PLC logs turned into administration -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. (EET rubric)	knowledge to drive future instruction. -Teachers maintain their mini assessments in the on-line grading system. -Teachers chart their students' individual progress through the use of quarterly assessments.	District Generated Unit Mini Assessments EOC Formative Assessments Semester Exams
	1.3. Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Administrators are at varying skill levels with understanding inquiry and the 5E lesson model	1.3. The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through participation in lessons designed around the 5E lesson plan model . <u>Action Steps</u> -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Lesson Plans. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans.	1.3. Science Subject Area Leaders/Department Heads <u>How</u> -PLC logs turned into administration. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	1.3. Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. <u>PLC Level</u> -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Formatives for EOC Biology -PLC uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.	1.3. - Common assessments (pre, post, mid, section, end of unit) District Generated Unit Mini Assessments EOC Formative Assessments Semester Exams	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: Students in the upper third will improve from 33% in 2012 to 37% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Teachers are at varying skill levels with higher order questioning techniques and common core standards.	This strategy is designed to consistently apply <u>content literacy skills</u> from the Common Core State Standards for Literacy in Science.	Teachers will use Close Reading modules provided in the resource pages of the curriculum guide -PLCs will customize modules for future use	-PLC/District Data is used to identify effective activities in future lessons.	- Common assessments District Generated Unit Mini Assessments EOC Formative Assessments Semester Exams
	33%	37%					

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
Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)	Grades 9-12	DEPARTMENT HEAD and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 2 times per month	Department Head conducts targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades 9-12	Science Coach/DEPARTMENT HEAD and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 2 times per month	Department Head conducts targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades 9-12	Reading Coach Science DEPARTMENT HEAD Reading Leadership Team	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Department Head walk-throughs	Administration Team & Reading Coach

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

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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 proficient in writing (Levels 4-9) will increase from ___ in 2012 to ___ in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Writing Goals 1.1-1.3			
	No data	No data				
No data		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				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Implement/expand project/problem-based math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/DEPARTMENT HEAD walk-throughs	1.1. Student grades in math and science courses. Number of students selecting math and science electives.

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Project-based learning	9-12	DEPARTMENT HEAD's	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
Based on the analysis of school data, identify and define areas in need of improvement:					
<p>CTE Goal #1:</p> <p>Increase the student membership Career Technical Student Organization chapters from 200 in 2011-2012 to 225 in 2012-2013. Wharton offers the following CTE organizations: FBLA, DECA, FCCLA, and HOSA</p> <p>CTE Goal #2:</p> <p>Increase the number of students earning industry certification from 50 in 2012 to 75 in 2013</p>	<p>1.1. Students have limited time after school to participate</p> <p>Lack of transportation</p>	<p>1.1. Increase student participation in CTSO competitions/events.</p>	<p>1.1. CTE Teachers</p>	<p>1.1. Aggregate and analyze the data every quarter to develop next steps</p>	<p>1.1. Log of number of CTSO events</p> <p>Log of number of students who attend CTSO events</p>
	<p>1.2. Certification issues</p>	<p>1.2. Increase the number of teachers holding the appropriate teaching certificate.</p>	<p>1.2. Administration</p>	<p>1.2. Human Resources</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional 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 a CTSSO.	9-12	District	CTE Teachers		Log of events and attendance	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 type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Biology Goal 1.1-1.3	Proscope Microscope to aid in student engagement and understanding in science classes	279.00	279.00
Reading Goal 1.1	Reading Materials to foster increased student engagement : Intro to Literary Terms, Daily Warm Ups with poetry, <i>The New York Times Upfront</i>	706.69	706.69
Reading Goal 1.1	Headphones with Microphones to assist students taking world languages	300.00	300.00
Parent involvement Goal 1.1	Bus Transportation for Families to attend conference night (helping with increased parental involvement and communication)	250.00	250.00
Parent involvement Goal 1.1	Parent workshop on Edline, Social Media etc to increase communication between school and parents	200.00	200.00
Florida Alternate Assessment Goals in math, reading, and science	Mimio Teaching Device for presentation to students with special needs	629.40	629.40

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	SIP coordinator stipend	689.43	689.43
Final Amount Spent			3054.52