

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Hamilton County High School	District Name: Hamilton
Principal: Wanda Law	Superintendent: Martha Butler
SAC Chair: Imogene Bullock	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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](#)

Administrators

List your school’s 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/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Wanda Law	BS – Early Child/Elem. ED; MA – Mid. Child; Ed Leadership	5	10	2008 – 2009: F, 64% AYP 2009 – 2010: D, 74% AYP 2010 – 2011: C; 77% AYP 2011 – 2012: Grade Pending (435 FCAT Points)
Assistant Principal	Marjorie Cooks	BS – Secondary Business Education; MEd – Ed. Leadership	16	6	2010 – 2011: C; 77% AYP 2011 – 2012: Grade Pending (435 FCAT Points)

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Instructional Coaches

List your school's 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 ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Ryan Mitchell	B.S. - Secondary Mathematics Education; ESOL Certified/CAR-PD Certified/FDE Certified	9	4	School Grades: 09-10: D, 10-11: C, 11-12: Pending Math Proficiency: 09-10: 47%, 10-11: 45% , 11-12: 27% Math Learning Gains: 09-10: 66%, 10-11: 65%, 11-12: 42% Math Lowest 25%: 09-10: 66%, 10-11: 72%, 11-12: 52% AYP: 09-10: 74%, 10-11: 77%
Reading	Amy Norris	B.S. – Middle Grades Education; Reading Endorsed/NGCAR-PD Certified	11	4	School Grades: 09-10: D, 10-11: C, 11-12: Pending Reading Proficiency: 09-10: 36%, 10-11: 34%, 11-12: 35% Reading Learning Gains: 09-10: 46%, 10-11: 47%, 11-12: 58% Reading Lowest 25%: 09-10: 43%, 10-11: 60%, 11-12: 60% AYP: 09-10: 74%, 10-11: 77%
Science	Suzanne Ryals	M. Ed. – Secondary Science Education; NBCT	1	1	School Grades: 09-10: B, 10-11: A, 11-12: Pending Science Proficiency 8 th Grade: 09-10: 47%, 10-11:43% , 11-12: 45% Science Proficiency 11 th Grade: 09-10: 40%, 10-11: 39% Biology EOC Proficiency: 11-12: 74% AYP: 09-10: B and did not meet AYP (85%), 10-11 A and did not meet AYP (79%).

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. The district staff has taken on the role of advertising for highly qualified teachers for all of our schools. They also participate in job fairs presented by NEFEC.	District Personnel Department, Principal, NEFEC, FDLRS	Continuous

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2. Aided by NEFEC, the district and principal will promote the small, community-based high school as a positive, thriving school with good students of very high potential.	District Personnel Department, Principal, NEFEC	Continuous
3. Once recruited, personnel are retained by effective monitoring of teacher certifications and endorsements.	District Personnel Department, Principal, NEFEC, FDLRS	May 2013
4. The district personnel department provides for needed professional development activities that are identified and monitored through teachers' individual professional development plans.	District Personnel Department, Principal	May 2013

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

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
98% (43 not highly effective) 4% (2 out of field)	Data chats with teachers, observations, classroom walk-throughs, professional learning communities, lesson study, book study, action research, professional development, RtI ² /MTSS process, learning recovery contracts implemented by teachers One teacher is working on reading endorsement coursework; teaching intensive reading for 3 periods and extra support provided through instructional coaching program. One teacher assigned science for 1 period; extra support provided through instructional coaching program.

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	% of First-Year	% of Teachers with 1-5 Years	% of Teachers with 6-14 Years	% of Teachers with 15+ Years	% of Teachers with Advanced	% Highly Effective	% Reading Endorsed	% National Board Certified	% ESOL Endorsed
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Staff	Teachers	of Experience	of Experience	of Experience	Degrees	Teachers	Teachers	Teachers	Teachers
45	5% (2)	16% (7)	38% (17)	41% (19)	24% (11)	96% (43) Highly qualified 2% (1) Highly effective	9% (4)	2% (1)	18% (8)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan 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
Singleton, Tandra	Mitchell, Ryan	Mr. Mitchell is the math coach and Ms. Singleton teaches in the math department.	Intensive Coaching Cycle

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, provides supplemental funding and academic support in a school-wide model for HCHS which includes additional staff, contracted services, materials, and supplies parent involvement activities and staff development.
Title I, Part C, (Migrant) supplemental services are provided to the school via a DOE contract with Alachua County. Services include bilingual staff to provide tutoring for migrant students in need of academic support, materials, and supplies and outreach to migrant parents for recruiting and retaining students.
Title I, Part D: Title I, Part D provides assistance to HCHS through the hiring of a Transition Coach who assists with attendance issues and at-risk students, opportunities for credit recovery through Florida Virtual School and through the hiring of a part-time guidance counselor for alternative education.
Title II: Title II allows HCHS to provide professional development for teachers and administrators to become highly qualified. This is achieved through programs such as the Content Area Reading Professional Development (CAR-PD) and the Educator Preparation Institute (EPI).
Title III: Title III provides support for ELL students in need of academic support by providing bilingual tutor (teacher or paraprofessional), materials, and supplies and parent outreach.
Title X: Title X (Homeless/Students in Transition) provides supplemental funding to provide staff training for identification and enrollment of homeless students, backpacks, school supplies, uniforms and support for students and families, tutoring in-house by highly qualified teachers for homeless students in need of academic support.

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Supplemental Academic Instruction (SAI): SAI provides assistance by providing for salaries for teachers to assist with class size reductions as well as increasing student achievement and graduation rates through programs such as Summer School.
Violence Prevention Programs: Violence Prevention Programs in place at HCHS include Too Good for Violence, Too Good for Drugs and other programs that educate students about issues such as bullying, date violence and anti-drug programs.
Nutrition Programs: HCHS participates in Federal Foods programs which provide snacks for various activities.
Housing Programs: N/A
Head Start: The Head Start Program provides daycare services for teen parents at HCHS.
Adult Education: The Adult Education program provides GED assistance and preparation for students who have elected to an alternative route to their education.
Career and Technical Education: CTE programs are supported through Perkins Funds
Job Training
Other: Title I, 1003(G): The FLDOE provides LEAs with resources to support their student achievement goals. Funds are awarded through this program to LEAs to support extra services for low-performing Title I schools. The FLDOE works with LEAs through its Statewide System of Support. This System of Support offers assistance in aligning resources and provides strategies and support for increasing the foundational skills of students and improving the quality of teaching.

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. Wanda :Law, Principal Marjorie Cooks, Assistant Principal Paula Williams, Guidance Counselor (7th-8th Grades) Phyllis Harris, Student Services/Guidance (9th-10th Grades) Abbey Taylor, Student Services/Guidance (11th-12th Grades) Leslie Carter, Graduation and Career (CTE) Coach Woodrow Lumpkin, Dean (7th-8th Grades) Angie Jarvis, Dean (9th-12th Grades)</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? The MTSS Leadership Team meets on the last Monday of each month at 2:30 p.m. Three members of student services along with coaches meet with teachers of certain grade levels to implement and support the MTSS process.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI Leadership team will review the SIP and make suggestions based on data from the prior school year. They will revisit the SIP quarterly to make adjustments as determined by new data as it becomes available. The plan is considered a working document that can be altered as the need arises for the betterment of the students.</p>
MTSS Implementation
<p>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.</p> <ol style="list-style-type: none"> 1. FAIR Testing for reading assessment 2. ThinkGate testing for math, science and reading assessments 3. MyAccess for writing prompts 4. SWIS for monitoring discipline and attendance 5. Teacher assessment data
<p>Describe the plan to train staff on MTSS. The district staff along with resource teachers, guidance, academic coaches and FDLRS will be used to provide updates, refreshers for returning staff and extensive professional development for new hires. Abbey Taylor is the school’s local MTSS trainer and informant that keeps the staff informed of changes and advises the staff on MTSS procedures.</p>
<p>Describe the plan to support MTSS. The process will be supported by weekly meetings with student resource personnel and academic coaches and monthly with the MTSS Leadership Team. In addition, administration will review documentation/meeting notes of weekly meetings.</p>

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team (April Johnson may have more to add.)
Identify the school-based Literacy Leadership Team (LLT): Wanda Law, Marjorie Cooks, April Johnson, Amy Norris, Chris Jones, Abby Hamm, Carolyn Allen, Denise Clayton, Imogene Bullock, Katie Scott, Brad Nicholas, Tiffani Sheppard, Linda Linton
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions): The LLT will meet once a month to develop and monitor school-wide literacy plans and activities that support school, district, state, and national initiatives. The LLT will also review data collected on progress monitoring assessments such as FAIR and Thinkgate to make decisions concerning PD needs for the teachers.
What will be the major initiatives of the LLT this year? Our data shows the majority of our students are struggling with higher level comprehension and critical thinking in conjunction with complex texts. The LLT will provide on-going PD and assist with the school wide implementation of the Comprehension Instructional Sequence Model (CIS) to raise the level of rigor, and deepen understanding while students engage in critical thinking using more complex texts.

Public School Choice

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

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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**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.

N/A

**Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

HCHS will provide professional development to content area teachers for NGCAR-PD certification. Also, teachers are provided with reading data for each student within their classes and responsible grade level so that they are aware of each student's strengths and weaknesses. Monthly data chats with students will be held during writing instruction so that teachers ensure that students are aware of what their data looks like and how to interpret it. Professional development will be provided bi-monthly to allow teachers time to become familiar with strategies and data related to reading improvement (September 19, 2012; November 14, 2012; January 16, 2013; March 20, 2013; May 15, 2013).

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

At this time, HCHS does not offer integrated courses. However, the elective courses integrate reading and math skills within their daily instruction. Agriculture and Culinary Arts integrate math through measurement. Reading skills are integrated through various texts that are used within each course. Content area teachers will use reading skills in teaching their subject areas. Teachers will help show relationships between various subject areas through the use of hands-on and cross-curricular projects. Teachers also have common grade level planning periods to connect course content for students.

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?

Creating EPEPs: Guidance counselors meet with all students twice a year to review student goals and career choices. Students are offered elective choices for the coming year. After the students' needs for core classes are met, those choices are considered according to the career pathways offered. Students enrolled in the AVID program will receive career planning instruction through AVID curriculum.

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](#).

HCHS encourages students to take the CPT, ACT, PSAT, and ASVAB assessments as early as possible. Feedback from those tests is shared with the students and computer access is provided when possible for students to improve their test scores before leaving high school. HCHS also offers Dual Enrollment to tenth through twelfth graders who are prepared for postsecondary education. Five AP courses (US Government, Literature and Composition, Microeconomics, Macroeconomics, and Environmental Science) and will also be offered during 2012-2013.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Ineffective use of higher order questioning.	1A.1. Professional Development on how to plan for use of higher order questions during instruction.	1A.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	1A.1. Upon completion of professional development, the reading coach will engage the teachers in the comprehensive coaching cycle to confirm that higher order questioning is being developed, implemented, and maintained in classes.	1A.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle		
Reading Goal #1A: In 2012-2013, 29% (128) of HCHS students who take FCAT 2.0 Reading will perform at a level of proficiency (level 3).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	6 th : 24% (28) 7 th : 22% (22) 8 th : 12% (16) 9 th : 23% (24)	7 th : 32% (38) 8 th : 30% (30) 9 th : 21% (27) 10 th : 31% (32)					
		1A.2. Lack of rigor in student tasks	1A.2. Professional Development on implementation of rigorous task in relation to higher order questions	1A.2. School and District Level Administration (Principal, Asst. Principal and Transformation Office), Reading Coach	1A.2. Upon completion of professional development, the reading coach will engage the teachers in the comprehensive coaching cycle to ensure the development, implementation and sustainability of rigor are present in classes.	1A.2. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle	
		1A.3. Inadequate practice of differentiated instruction	1A.3. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation to students.	1A.3. School and District Level Administration (Principal, Asst. Principal and Transformation Office), Reading Coach	1A.3. The reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to assure that differentiation is being sustained in the classes.	1A.3. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Staff proficiency at maintaining student focus	1B.1. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint to help maintain student focus	1B.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), Reading Coach	1B.1. The reading coach and district reading administrator will immerse the teacher in the comprehensive coaching cycle to assure that focus is maintained in the classroom.	1B.1. School and district administrator will continually check lesson plans, student work, FAIR data, walkthroughs, and documentation from the comprehensive cycle.		
Reading Goal #1B: In 2012-2013, 38% (3) of HCHS students who take the FAA Reading will perform at levels 4, 5, and 6 in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% (2) are scoring at levels 4, 5, and 6 in reading.	38% (3) will score at levels 4, 5, and 6 in reading.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Ineffective use of higher order questioning.	2A.1. Professional Development on how to plan for use of higher order questions during instruction	2A.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	2A.1. Upon completion of professional development, the reading coach will engage the teachers in the comprehensive coaching cycle to confirm that higher order questioning is being developed, implemented and maintained in classes.	2A.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle		
Reading Goal #2A: In 2012-2013, 25% (110) of HCHS students who take FCAT 2.0 Reading will perform above a level of proficiency (levels 4 and 5).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6 th : 13% (16) 7 th : 15% (15) 8 th : 16% (21) 9 th : 16% (17)	7 th : 22% (26) 8 th : 23% (23) 9 th : 25% (35) 10 th : 25% (26)					
		2A.2. Lack of rigor in student tasks	2A.2. . Professional Development on implementation of rigorous task in relation to higher order questions	2A.2. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	2A.2. Upon completion of professional development, the reading coach will engage the teachers in the comprehensive coaching cycle to ensure the development, implementation and sustainability of rigor is present in classes.	2A.2. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle	

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		2A.3. Inadequate practice of differentiated instruction	2A.3. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	2A.3. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	2A.3. The reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to assure that differentiation is being sustained in the classes.	2A.3. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: In 2012-2013, 75% (5) of HCHS students who take FAA Reading will perform a level 7 in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	63% (4) are scoring at a level 7 in reading.	75% (5) will score at a level 7 in reading					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Ineffective use of higher order questioning	3A.1. Professional Development on how to plan for use of higher order questions during instruction	3A.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	3A.1. Upon completion of professional development, the reading coach will engage the teachers in the comprehensive coaching cycle to confirm that higher order questioning is being developed, implemented, and maintained in classes.	3A.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle		
<u>Reading Goal #3A:</u> In 2012-2013, 63% (278) of HCHS students who take FCAT 2.0 Reading will show learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		63% (278)					
		3A.2. Lack of rigor in student tasks	3A.2. Professional Development on implementation of rigorous task in relation to higher order questions	3A.2. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	3A.2. Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to ensure the development, implementation, and sustainability of rigor is present in classes.	3A.2. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle	
		3A.3. Inadequate practice of differentiated instruction	3A.3. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	3A.3. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	3A.3. The reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to assure that differentiation is being sustained in the classes	3A.3. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>3B.1. Teacher ability to actively involve student consistently in reading aloud informational text in the classroom</p>	<p>3B.1. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for student involvement</p>	<p>3B.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach</p>	<p>3B.1. The reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to assure that student involvement is being sustained in the classes.</p>	<p>3B.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle.</p>		
<p><u>Reading Goal #3B:</u> In 2012-2013, 11% (1) of HCHS who take the FAA Reading will show learning gains.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>11% (1)</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Ineffective use of higher order questioning	4A.1. Professional Development on how to plan for use of higher order questions during instruction	4A.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	4A.1. Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to confirm that higher order questioning is being developed, implemented and maintained in classes.	4A.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle		
<u>Reading Goal #4A:</u> In 2012-2013, 70% (78) of HCHS students in the lowest 25% who take FCAT 2.0 Reading will show learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60%	70%					
		4A.2. Lack of rigor in student tasks	4A.2. Professional Development on implementation of rigorous task in relation to higher order questions	4A.2. School and District Level Administration (Principal, Asst. Principal and Transformation Office) Reading Coach	4A.2. Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to ensure the development, implementation and sustainability of rigor is present in classes.	4A.2. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle	
		4A.3. Inadequate practice of differentiated instruction	4A.3. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	4A.3. School and District Level Administration (Principal, Asst. Principal and Transformation Office) Reading Coach	4A.3. The Reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to Assure that differentiation is being sustained in the classes	4A.3. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<p><u>Reading Goal #4B:</u> No student data available; no students fall within this category.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 34%	In 2011-2012, 35% of HCHS students will perform at a level of proficiency on FCAT 2.0. The AMO target was 40%.	In 2012-2013, 45 % of HCHS students will perform at a level of proficiency on FCAT 2.0	In 2013-2014, 51% of HCHS students will perform at a level of proficiency on reading assessments.	In 2014-2014, 56% of HCHS students will perform at a level of proficiency on reading assessments	In 2015-2016, 62% of HCHS students will perform at a level of proficiency on reading assessments	In 2016-2017, 67% of HCHS students will perform at a level of proficiency on reading assessments
<u>Reading Goal #5A:</u> In 2012/2013 45 % of HCHS students will perform at a level of proficiency on FCAT 2.0							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Ineffective use of higher order questioning	5B.1. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	5B.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	5B.1. Upon completion of professional development, the reading coach will engage the teachers in the comprehensive coaching cycle to confirm that higher order questioning is being developed, implemented, and maintained in classes.	5B.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: White: 63% Black: 32% Hispanic: 33%							
	White: 52% Black:18% Hispanic:24%	White:63% Black:32% Hispanic:33%					
		5B.2. Lack of rigor in student tasks	5B.2. Professional Development on implementation of rigorous task in relation to higher order questions	5B.2. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	5B.2. Upon completion of professional development, the reading coach will engage the teachers in the comprehensive coaching cycle to ensure the development, implementation, and sustainability of rigor is present in classes.	5B.2. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle	
		5B.3. Inadequate practice of differentiated instruction	5B.3. Professional Development on implementation of rigorous task in relation to higher order questions	5B.3. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	5B.3. The reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to Assure that differentiation is being sustained in the classes	5B.3. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Ineffective use of higher order questioning	5C.1. Professional Development on how to plan for use of higher order questions during instruction	5C.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office) Reading Coach	5C.1. Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to confirm that higher order questioning is being developed, implemented and maintained in classes	5C.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle		
<u>Reading Goal #5C:</u> In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: ELL 23%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	10%	23%					
		5C.2. Lack of rigor in student tasks	5C.2. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	5C.2. School and District Level Administration (Principal, Asst. Principal and Transformation Office) Reading Coach	5C.2. Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to ensure the development, implementation and sustainability of rigor is present in classes.	5C.2. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle	
		5C.3. Inadequate practice of differentiated instruction	5C.3. Professional Development on implementation of rigorous task in relation to higher order questions	5C.3. School and District Level Administration (Principal, Asst. Principal and Transformation Office) Reading Coach	5C.3. The Reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to Assure that differentiation is being sustained in the classes	5C.3. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Ineffective use of higher order questioning	5D.1. Professional Development on how to plan for use of higher order questions during instruction	5D.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	5D.1. Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to confirm that higher order questioning is being developed, implemented and maintained in classes	5D.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle		
<u>Reading Goal #5D:</u> In 2012/2013 the percentage of SWDs performing at a level of proficiency will be increased at follows: 36%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	23%	36%					
		5D.2. Lack of rigor in student tasks	5D.2. Professional Development on implementation of rigorous task in relation to higher order questions	5D.2. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	5D.2. Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to ensure the development, implementation and sustainability of rigor is present in classes.	5D.2. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle	
		5D.3. Inadequate practice of differentiated instruction	5D.3. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	5D.3. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	5D.3. The Reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to Assure that differentiation is being sustained in the classes	5D.3. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs, and documentation from the comprehensive coaching cycle	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Ineffective use of higher order questioning	5E.1. Professional Development on how to plan for use of higher order questions during instruction	5E.1. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	5E.1. Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to confirm that higher order questioning is being developed, implemented and maintained in classes	5E.1. . School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle		
<u>Reading Goal #5E:</u> In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: Economically Disadvantaged: 40%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	26%	40%					
		5E.2. Lack of rigor in student tasks	5E.2. Professional Development on implementation of rigorous task in relation to higher order questions	5E.2. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	5E.2. . Upon completion of professional development the reading coach will engage the teachers in the comprehensive coaching cycle to ensure the development, implementation and sustainability of rigor is present in classes.	5E.2. . School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle	

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		5E.3. Inadequate practice of differentiated instruction	5E.3. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	5E.3. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for instituting differentiation	5E.3. The Reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to Assure that differentiation is being sustained in the classes	5E.3. . School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities <small>Please note that each strategy does not require a professional development or PLC activity.</small>						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Planning for higher order questioning during instruction	7-12	Amy Norris Reading Coach	Reading/ELA Teachers	PD dates as set by the district PD as set by administration during teacher planning time.	Engage teachers in comprehensive coaching cycle. Administration and district staff will monitor through use of walk-throughs- evaluation of lesson plans and documentation of coaching cycle.	School Administration District Staff Reading Coach
How to incorporate rigorous tasks in relation to higher order questions	7-12	Amy Norris Reading Coach	Reading/ELA Teachers	PD dates as set by the district PD as set by administration during teacher planning time	Engage teachers in comprehensive coaching cycle. Administration and district staff will monitor through use of walk-throughs- evaluation of lesson plans and documentation of coaching cycle	School Administration District Staff Reading Coach
Planning and implementing differentiation within the classroom.	7-12	Amy Norris Reading Coach	Reading/ELA Teachers	PD dates as set by the district PD as set by administration during teacher planning time	Engage teachers in comprehensive coaching cycle. Administration and district staff will monitor through use of walk-throughs- evaluation of lesson plans and documentation of coaching cycle	School Administration District Staff Reading Coach.

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Teachers not ESOL endorsed and/or certificated.	1.1. All teachers needing certification or endorsement have included the process as part of their Individual Personal Development Plan (IPDP).	1.1. District Office, Principal	1.1. Review of Individual Professional Development Plan (IPDP) , classroom walk-throughs	1.1. Progress monitoring assessments	
<u>CELLA Goal #1:</u> In 2012-2013, 55% of HCHS CELLA students will perform at a level of proficiency in listening/speaking.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	In 2011-2012, 50% of HCHS CELLA students performed at a level of proficiency in listening/speaking.					
		1.2. Lack of ESOL strategies implemented in the classroom	1.2. All teachers needing certification or endorsement have included the process as par tof their Individual Personal Development Plan (IPDP).	1.2. District Office, Principal.	1.2. Review of Individual Professional Development Plan (IPDP), classroom walkthroughs	1.2. Progress monitoring assessments
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Teachers not ESOL endorsed and/or certificated.	2.1. All teachers needing certification or endorsement have included the process as part of their Individual Personal Development Plan (IPDP).	2.1. District Office, Principal	2.1. Review of Individual Professional Development Plan (IPDP) , classroom walk-throughs	2.1. Progress monitoring assessments	
<u>CELLA Goal #2:</u> In 2012-2013, 33% of HCHS CELLA students will perform at a level of proficiency in reading.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	In 2011-2012, 25% of HCHS CELLA students performed at a level of proficiency in reading.					
		2.2. Lack of ESOL strategies implemented in the classroom	2.2. All teachers needing certification or endorsement have included the process as par tof their Individual Personal Development Plan (IPDP).	2.2. District Office, Principal.	2.2. Review of Individual Professional Development Plan (IPDP), classroom walkthroughs	2.2. Progress monitoring assessments
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	3.1. Teachers not ESOL endorsed and/or certificated.	3.1. All teachers needing certification or endorsement have included the process as part of their Individual Personal Development Plan (IPDP).	3.1. District Office, Principal	3.1. Review of Individual Professional Development Plan (IPDP) , classroom walk-throughs	3.1. Progress monitoring assessments	
<u>CELLA Goal #3:</u> In 2012-2013, 33% of HCHS CELLA students will perform at a level of proficiency in writing.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	In 2011-2012, 25% of HCHS CELLA students performed at a level of proficiency in writing.					
		e.2. Lack of ESOL strategies implemented in the classroom	3.2. All teachers needing certification or endorsement have included the process as par tof their Individual Personal Development Plan (IPDP).	3.2. District Office, Principal.	3.2. Review of Individual Professional Development Plan (IPDP), classroom walkthroughs	3.2. Progress monitoring assessments
		3.3.	3.3.	3.3.	3.3.	3.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Lack of instructional organization and maximizing of instructional time.	1A.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.	1A.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	1A.1. The math coach will meet weekly to plan and review plans for the week and provide assistance as needed within the intensive coaching cycle. The math coach will work with teachers to develop and review item specs and Focus Achieves lessons and assessments. School and district level administrators will conduct classroom walkthroughs to ensure instruction is meaningful and focused.	1A.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		

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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
In 2012-2013, 43% of HCHS students who take FCAT 2.0 Mathematics will perform at a level of proficiency (level 3 and above)							
	6 th : 32% (38) 7 th : 21% (21) 8 th : 16% (21)	7 th : 43% (51) 8 th : 43% (43)					
		1A.2. Lack of rigor in benchmark instruction	1A.2. The math coach will work with teachers to assist in using the Test Item Specifications and Content Focus Reports to ensure that benchmarks are being taught at an appropriate level of complexity. The math coach will also work with teachers to develop assessments to mirror the requirements of each benchmark.	1A.2. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	1A.2. The math coach will assist teachers with developing appropriate assessments within each pacing guide as well as assisting teachers with collecting data from benchmark assessments.	1A.2. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. Teacher expertise in encouraging students to participate eagerly in real-world problems	1B.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.	1B.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	1B.1. The math coach will assist teachers with developing appropriate assessments as well as assisting teacher with collecting data from benchmark assessments.	1B.1. Teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		

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<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
In 2012-2013, 25% (2) of HCHS students who take FAA Mathematics will perform at levels 4, 5, and 6 in mathematics.							
	25% (2)	25% (2)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. All 7 th and 8 th students are not receiving instruction on all grade level benchmarks.	2A.1. All 7 th and 8 th grade students will be enrolled in M/J Math 2 (7 th) and M/J Pre-Algebra (8 th). Algebra 1 will be offered as an elective for students for students who meet necessary test requirements. The math coach will use the intensive coaching cycle to ensure rigor and instruction are appropriate.	2A.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	2A.1. The math coach will assist classroom teachers to monitor benchmark and classroom assessments data. Administrators will look for evidence of appropriate benchmark instruction during classroom walkthroughs.	2A.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		
<u>Mathematics Goal #2A:</u> In 2012-2013, 25% (54) of HCHS students who take FCAT 2.0 Mathematics will score at or above levels 4 and 5.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6 th : 24% (28) 7 th : 6% (6) 8 th : 6% (8)	7 th : 32% (38) 8 th : 16% (16)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Teacher expertise in encouraging students to participate eagerly in real-world problems	2B.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.	2B.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	2B.1. The math coach will assist teachers with developing appropriate assessments as well as assisting teacher with collecting data from benchmark assessments.	2B.1. Teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		
Mathematics Goal #2B: In 2012-2013, 50% (4) HCHS students who take FAA Mathematics will score at or above level 7 in mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50%(4)	50% (4)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Lack of instructional organization and maximizing of instructional time.	3A.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.	3A.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	3A.1. The math coach will meet weekly to plan and review plans for the week and provide assistance as needed within the intensive coaching cycle. The math coach will work with teachers to develop and review item specs and Focus Achieves lessons and assessments. School and district level administrators will conduct classroom walkthroughs to ensure instruction is meaningful and focused.	3A.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		
<u>Mathematics Goal #3A:</u> In 2012-2013, 47% (101) of HCHS students who take FCAT 2.0 Mathematics will make learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41%	47%					
		3A.2. Understanding Student Data	3A.2. The math coach will work with teachers to find and evaluate student data from prior assessments to determine areas of need.	3A.2. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	3A.2. The math coach will meet with teachers on an as needed basis to conduct data chats and develop plans for students needing extra help.	3A.2. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p><u>Mathematics Goal #3B:</u> No student data available; no students fall within this category.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Lack of instructional organization and maximizing of instructional time.	4A.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.	4A.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	4A.1. The math coach will meet weekly to plan and review plans for the week and provide assistance as needed within the intensive coaching cycle. The math coach will work with teachers to develop and review item specs and Focus Achieves lessons and assessments. School and district level administrators will conduct classroom walkthroughs to ensure instruction is meaningful and focused.	4A.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		
<u>Mathematics Goal #4A:</u> In 2012-2013, 57% (31) of HCHS students who take FCAT 2.0 Mathematics and are in the bottom quartile make learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2. Understanding Student Data	4A.2. The math coach will work with teachers to find and evaluate student data from prior assessments to determine areas of need.	4A.2. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	4A.2. The math coach will meet with teachers on an as needed basis to conduct data chats and develop plans for students needing differentiation.	4A.2. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.	

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		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal #4B:</u> No student data available; no students fall within this category.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 31%	In 2013 -2014, 27% of HCHS students will perform at a level of proficiency on mathematics exams. The AMO target was 37%.	In 2012 -2013, 43% of HCHS students will perform at a level of proficiency on mathematics exams.	In 2013 -2014, 48% of HCHS students will perform at a level of proficiency on mathematics exams.	In 2014 -2015, 54% of HCHS students will perform at a level of proficiency on mathematics exams.	In 2015 - 2016, 60% of HCHS students will perform at a level of proficiency on mathematics exams.	In 2016 - 2017, 66% of HCHS students will perform at a level of proficiency on mathematics exams.
<u>Mathematics Goal</u> <u>#5A:</u> In 2012-2013, 43% of HCHS students will perform at a level of proficiency on mathematics 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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. Understanding Student Data and identifying strategies to work with students to make them successful.	5B.1. The math coach will work with teachers to find and evaluate student data from prior assessments to determine areas of need. The math coach will also assist with identifying and implementing strategies for differentiation for students that need additional structures to become successful.	5B.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	5B.1. The math coach will meet with teachers on an as needed basis to conduct data chats and develop plans for students needing differentiation.	5B.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: White: 58% Black: 30% Hispanic: 35%							
	White: 38% Black: 13% Hispanic: 25%	White: 58% Black: 30% Hispanic: 35%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: ELL: 28%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	ELL: 20%	ELL: 28%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: SWD: 38%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	SWD: 20%	SWD: 25%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: Econ. Disadv.: 38%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Econ. Disadv.: 20%	Econ. Disadv.: 38%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1. Teacher expertise in encouraging students to participate eagerly in real-world problems	1.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.	1.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	1.1. The math coach will assist teachers with developing appropriate assessments as well as assisting teacher with collecting data from benchmark assessments.	1.1. Teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		

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Mathematics Goal #1: In 2012-2013, 13% (1) of HCHS students will score at levels 4, 5, and 6 in mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	13% (1)	13% (1)					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1. Teacher expertise in encouraging students to participate eagerly in real-world problems	2.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.	2.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	2.1. The math coach will assist teachers with developing appropriate assessments as well as assisting teacher with collecting data from benchmark assessments.	2.1. Teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		

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Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2012-2013, 50% (4) of HCHS students will score at or above level 7 in mathematics.							
	50%(4)	50% (4)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1. Teacher ability to actively involve student consistently in reading aloud informational text in the classroom	3.1. Reading coach and district reading administrator will plan and assist teachers with use of data to provide a classroom blueprint for student involvement	3.1. School and District Level Administration (Principal, Asst. Principal and Transformation Office), and Reading Coach	3.1. The reading coach and district reading administrator will immerse the teachers in the comprehensive coaching cycle to assure that student involvement is being sustained in the classes.	3.1. School and district administrators will continually check lesson plans, student work, FAIR data, walk-throughs and documentation from the comprehensive coaching cycle.		
Mathematics Goal #3: In 2012-2013, 13% (1) of HCHS students who take FAA Mathematics will make learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	13% (1)	13% (1)					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p>Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Lack of instructional organization and maximizing of instructional time.	1.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.	1.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	1.1. The math coach will meet weekly to plan and review plans for the week and provide assistance as needed within the intensive coaching cycle. The math coach will work with teachers to develop and review item specs and Focus Achieves lessons and assessments. School and district level administrators will conduct classroom walkthroughs to ensure instruction is meaningful and focused.	1.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		

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<p>Algebra 1 Goal #1: In 2012-2013, 25% (54) of HCHS students who take the Algebra 1 EOC will score at level 3.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>8th: 16% (20) Alg. 1: 26% (34)</p>	<p>Alg. 1: 25% (54)</p>					
		<p>1.2. Lack of rigor in benchmark instruction</p>	<p>1.2. The math coach will work with teachers to assist in using the Test Item Specifications and Content Focus Reports to ensure that benchmarks are being taught at an appropriate level of complexity. The math coach will also work with teachers to develop assessments to mirror the requirements of each benchmark.</p>	<p>1.2. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)</p>	<p>1.2. The math coach will assist teachers with developing appropriate assessments within each pacing guide as well as assisting teachers with collecting data from benchmark assessments.</p>	<p>1.2. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Lack of instructional organization and maximizing of instructional time.</p>	<p>2.1. The math coach will work with teachers on the gradual release model. An emphasis will be placed on using the item specs and Focus Achieves assessments to assess students. The intensive coaching cycle will be implemented where needed.</p>	<p>2.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)</p>	<p>2.1. The math coach will meet weekly to plan and review plans for the week and provide assistance as needed within the intensive coaching cycle. The math coach will work with teachers to develop and review item specs and Focus Achieves lessons and assessments. School and district level administrators will conduct classroom walkthroughs to ensure instruction is meaningful and focused.</p>	<p>2.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.</p>		
<p>Algebra Goal #2: In 2012-2013, 25% (54) of HCHS students who take the Algebra 1 EOC will score at or above levels 4 and 5.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>8th: 6% (8) Alg. 1: 7% (9)</p>	<p>Alg. 1: 16% (20)</p>					
		<p>2.2. Lack of rigor in benchmark instruction</p>	<p>2.2. The math coach will work with teachers to assist in using the Test Item Specifications and Content Focus Reports to ensure that benchmarks are being taught at an appropriate level of complexity. The math coach will also work with teachers to develop assessments to mirror the requirements of each benchmark.</p>	<p>2.2. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)</p>	<p>2.2. The math coach will assist teachers with developing appropriate assessments within each pacing guide as well as assisting teachers with collecting data from benchmark assessments.</p>	<p>2.2. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. Understanding Student Data and identifying strategies to work with students to make them successful.	3B.1. The math coach will work with teachers to find and evaluate student data from prior assessments to determine areas of need. The math coach will also assist with identifying and implementing strategies for differentiation for students that need additional structures to become successful.	3B.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	3B.1. The math coach will meet with teachers on an as needed basis to conduct data chats and develop plans for students needing differentiation.	3B.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		

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<p><u>Algebra 1 Goal #3B:</u> In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: White: 48% Black: 26% Hispanic: 28%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 42% Black: 16% Hispanic: 20%</p>	<p>White:48% Black: 26% Hispanic: 28%</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> There were not enough students in this subgroup for data to be reported.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		

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<u>Algebra 1 Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
There were not enough students in this subgroup for data to be reported.							
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> In 2012-2013, the percentage of students performing at a level of proficiency will be increased as follows: Econ. Disadv.: 32%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24%	32%					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Lack of rigor in benchmark instruction	1.1. The math coach will work with teachers to assist in using the Test Item Specifications and Content Focus Reports to ensure that benchmarks are being taught at an appropriate level of complexity. The math coach will also work with teachers to develop assessments to mirror the requirements of each benchmark.	1.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)	1.1. The math coach will assist teachers with developing appropriate assessments within each pacing guide as well as assisting teachers with collecting data from benchmark assessments.	1.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.		

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<p>Geometry Goal #1: In 2012-2013, 34% (44) of HCHS students who take the Geometry EOC will score at level 3.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Alg. 1: 26% (34) Geom.: TBD</p>	<p>Geom.: 34% (44)</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Lack of rigor in benchmark instruction</p>	<p>2.1. The math coach will work with teachers to assist in using the Test Item Specifications and Content Focus Reports to ensure that benchmarks are being taught at an appropriate level of complexity. The math coach will also work with teachers to develop assessments to mirror the requirements of each benchmark.</p>	<p>2.1. School Level Math Coach, School and District Level Administration (Transformation office, Principal, and Assistant Principal)</p>	<p>2.1. The math coach will assist teachers with developing appropriate assessments within each pacing guide as well as assisting teachers with collecting data from benchmark assessments.</p>	<p>2.1. Thinkgate assessments, Focus Achieves assessments, teacher created assessments as well as documentation provided from the intensive coaching cycle process and walkthroughs.</p>		
<p><u>Geometry Goal #2:</u> In 2012-2013, 18% (24) of HCHS students who take the Geometry EOC will score at levels 4 and 5.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Alg. 1: 7% (9) Geom.:TBD</p>	<p>Geom.: 17% (22)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional							
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Learning Community (PLC) or PD Activities 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	7 th – 12 th	Ryan Mitchell (Math Coach)	All Math Teachers	Every Wednesday from 4:00 to 5:00	Classroom observations, lesson plans, pacing guides, documentation from coaching cycle	Administration/Math Coach/District Instructional Staff
Rigor and Use of Item Specs	7 th – 12 th	Ryan Mitchell (Math Coach)	All Math Teachers	During Lesson Study and/or PD Days as available	Classroom assessments, lesson plans, documentation from coaching cycle	Administration/Math Coach/District Instructional Staff
Common Core	7 th – 12 th	Ryan Mitchell (Math Coach)	All Math Teachers	All PD Dates as determined by the district	Compiled list of unpacked benchmarks	Administration/Math Coach/District Instructional Staff

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Ineffective use of data chats with students.	1A.1. To develop a form or process in which everyone has input and uses regularly	1A.1. School Level Administration (Principal and Assistant Principal)	1A.1. Checks through classroom walkthroughs and lesson plans	1A.1. 2013 FCAT 2.0		
Science Goal #1A: In 2012-2013, 23% (23) of HCHS students who take FCAT 2.0 Science (8 th) will perform at a level of proficiency, identified as scoring a level 3 or higher.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	15 or 15%	23 or 23%					
		1A.2. Lack of fidelity to instruction and IQWST science curriculum to promote the number of students performing at a level of proficiency.	1A.2. The school will collaborate with PK Yonge as a mentor school for IQWST. Discussions between middle and high school teachers to develop a common vocabulary and common instructional tools for IQWST and beyond	1A.2. School Science Coach (Ryals), School and District Level Administration (Principal, Asst. Principal and Transformation Office)	1A.2. School and District level administrators will conduct classroom walkthroughs as well as check lesson plans and student work.	1A.2. 2013 FCAT 2.0	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1 Ineffective use of data chats with students.	1B.1. To develop a form or process in which everyone has input and uses regularly	1B.1. School Level Administration (Principal and Assistant Principal)	1B.1. Checks through classroom walkthroughs and lesson plans	1B.1. 2013 FAA		
Science Goal #1B: In 2012-2013, 50% (1) of HCHS who take FAA Science (8 th) will perform at levels 4, 5, and 6 in science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% (1)	50% (1)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2.A.1 Ineffective use of data chats with students.	2.A.1. To develop a form or process in which everyone has input and uses regularly	2.A.1. School Level Administration (Principal and Assistant Principal)	2.A.1. Checks through classroom walkthroughs and lesson plans	2.A.1. 2013 FCAT 2.0		
Science Goal #2A: In 2012-2013, 11% of HCHS students who take FCAT 2.0 Science (8 th) will perform at a level of 4, or 5.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>1 or 1%</i>	<i>11 or 11%</i>					
		2A.2. Lack of fidelity to instruction and IQWST science curriculum to promote the number of students performing at a level of proficiency.	2.A.2. The school will collaborate with PK Yonge as a mentor school for IQWST. Discussions between middle and high school teachers to develop a common vocabulary and common instructional tools for IQWST and beyond	2.A.2. School Science Coach (Ryals), School and District Level Administration (Principal, Asst. Principal, and Transformation Office)	2.A.2. School and District level administrators will conduct classroom walkthroughs as well as check lesson plans and student work.	2.A.2.2013 FCAT 2.0	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. Ineffective use of data chats with students	2B.1. To develop a form or process in which everyone has input and uses regularly	2B.1. School Level Administration (Principal and Assistant Principal)	2B.1. Checks through classroom walkthroughs and lesson plans	2B.1. 2013 FAA		
Science Goal #2B: In 2012-2013, 50% (1) of HCHS student who take FAA Science (8 th) will perform at a level of 7 or higher in science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% (1)	50% (1)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: No student data available; no students fall within this category.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: No student data available; no students fall within this category.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Lack of student background knowledge.	1.1. FCIM focus lessons will be aligned with the Biology pacing guide to build background knowledge using real-world experiences and experience with the test format. Interactive science notebooks will also be used and consistency will be discussed so that all interactive science notebooks look similar from class to class and year to year.	1.1. School Science Coach (Ryals), School and District Level Administration (Principal, Asst. Principal, and Transformation Office). Peer classroom teachers will also assist with interactive science notebooks.	1.1. FCIM assessments will be administered. Teachers and coaches will also assess use of interactive notebooks.	1.1. FCIM assessments and data collected from interactive notebooks.		
<u>Biology 1 Goal #1:</u> In 2012-2013, 62% (50) of HCHS students who take the Biology EOC will perform at level of 3.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37 or 46%	50 or 62%					

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Lack of program initiatives to push students to achieve top third level of achievement on biology EOC.	2.1. Offering honors level courses in science in 7th grade, 8 th grade honors, honors level Biology, more Chemistry courses, and AP Environmental Science.	2.1. AVID teacher (Lo. Daniels) and AVID tutors, Biology I Honors teachers, (Clayton and Irvine) and APES teacher (Bemis) and Science Coach (Ryals)	2.1. FCIM assessments for the Biology EOC.	2.1. Progress will be determined by PMAs and teacher generated assessments.		
<u>Biology 1 Goal #2:</u> In 2012-2013, 24% (20) of HCHS students who take the Biology EOC will perform at a level of 4 or 5.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	12 or 15%	20 or 24%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3.	2.3.	2.3.	2.3.	2.3.	
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End of Biology I EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC development of data chat forms	7-12	Instructional Coach	All faculty members	PD throughout school year	Discussion during PLC	School Administrator
PLC development of learning recovery contracts	7-12	Instructional Coach	All faculty members	PD throughout school year	Discussion through PLC	School Administrator
Visitation to IQWST programs	7-8	Instructional Coach	Middle school science teachers	PD throughout school year	Discussion through MTSS and PLC	Science Instructional Coach
Attendance to professional conferences (FAST and NSTA)	7-12	Instructional Coach	All science teachers	October 24-26, 2012 for state conference November 1-3, 2012 for area national conference	Sharing and presentations to department	Science Instructional Coach
Participation in Lesson Study	7-12	Instructional Coach	All science teachers	November 5, 2012	De-briefing in Tallahassee November 13, 2012	Science Instructional Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Teachers are not incorporating formalized writing as a part of regular instruction.	1A.1. Familiarize all teachers with level 6 performance on the Florida Writes rubric. Implement writing as part of every teacher's curriculum. Professional development will be conducted on formalized writing as part of daily instruction and the intensive coaching cycle will be used for targeted teachers.	1A.1. School level academic coaches and administration, district level administration	1A.1. Lesson plans will be checked to ensure that writing is being used in core instruction and the use of the MyAccess program will be monitored to ensure that students are writing according to the provided rubric.	1A.1. MyAccess scores and student work samples.		

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<p><u>Writing Goal #1A:</u> In 2012-2013, 72% (159) of HCHS students who take Florida Writes! will show improved performance in their score.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>68%</p>	<p>72%</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. Teachers are not incorporating formalized writing as a part of regular instruction.</p>	<p>1B.1. Familiarize all teachers with high levels of performance on the Florida Writes! FAA rubric. Implement writing as part of every teacher's curriculum. Professional development will be conducted on formalized writing as part of daily instruction and the intensive coaching cycle will be used for targeted teachers.</p>	<p>1B.1. School level academic coaches and administration, district level administration</p>	<p>1B.1. Lesson plans will be checked to ensure that writing being used in core instruction and the use of MyAccess program will be monitored to ensure that students are writing according to the provided rubric.</p>	<p>1B.1. MyAccess scores and student work samples.</p>		

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<p><u>Writing Goal #1B:</u> In 2012-2013, 38% (3) of HCHS students who take FAA Florida Writes! will show improved performance in their score.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>38% (3)</p>	<p>38% (3)</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Writing 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Civics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

<p>Include only school-based funded activities/materials and exclude district funded activities /materials.</p>			
<p>Evidence-based Program(s)/Materials(s)</p>			
<p>Strategy</p>	<p>Description of Resources</p>	<p>Funding Source</p>	<p>Amount</p>
Subtotal:			
<p>Technology</p>			
<p>Strategy</p>	<p>Description of Resources</p>	<p>Funding Source</p>	<p>Amount</p>

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. High rate of Out of School Suspensions (OSS)	1.1. Administration will review referrals for In School Suspension (ISS) in lieu of OSS whenever applicable. More engaging and meaningful strategies will be implemented in ISS to assist in the reduction of OSS. Student attendance will also be monitored and students will be identified before they reach their fifth absence.	1.1. School Level Administration, ISS Teacher (McCall), Truancy Officer (B. Daniels), Graduation and Career (CTE) Coach (Carter), Guidance and Grade-level MTSS teams	1.1. ISS, OSS, and attendance data will be constantly reviewed using the SWIS program to effectively monitor the numbers of each. Conferences will also be held with students who are nearing their fifth absence and will continue throughout the semester/year.	1.1. SWIS and Skyward data will be used to monitor these strategies.		

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<p>Attendance Goal #1: In 2012-2013, the attendance rate will be increased by 2% and the number of students with excessive lateness to school or class (10 or more) will be reduced by 10%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	90% (538)	92% (560)					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	30% (185)	23% (140)					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	26% (163)	18% (110)					
		1.2. Low student attendance rates	1.2. Through grade-level MTSS teams, students that achieve PBS goals will be provided with an activity, such as movie hour, once per nine weeks.	1.2. School Level Administration, ISS Teacher (McCall), Truancy Officer (B. Daniels), Graduation and Career (CTE) Coach (Carter), Guidance and Grade-level MTSS teams	1.2. Monitoring of student attendance rates at least once per nine weeks.	1.2. Skyward data will be used to monitor this strategy.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

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<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Inconsistency of teacher enforcement of classroom and school rules	1.1. Use of student placement with 'buddy teacher' to eliminate classroom disruptions and referrals or time away from peers in an alternative setting.	1.1. Classroom teachers, Guidance, and School Level Administration	1.1. Review of number of referrals and ISS and OSS events.	1.1. SWIS and Skyward data will be used to monitor these strategies.		
Suspension Goal #1: In 2012-2013, the in-school suspension (ISS) rate will be decreased by 7% to 23% and the out-of-school suspension (OSS) rate will be decreased by 8% to 13%	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	394	355					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	29% (173)	24% (145)					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	211	190					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	27% (166)	22% (134)					
		1.2. Lack of teacher-parent communication about student behavior.	1.2. Communication between teachers, parents, students and administration through increased emails, phone calls, and conferences.	1.2. Classroom teachers, Guidance, and School Level Administration	1.2. Administrative review of teacher and guidance contact logs.	1.2. Parent contact logs will be used to monitor these strategies.	
		1.3. High rate of Out of School Suspensions (OSS)	1.3. Administration will review referrals for In School Suspension (ISS) in lieu of OSS whenever applicable. More engaging and meaningful strategies will be implemented in ISS to assist in the reduction of OSS. Student attendance will also be monitored and students will be identified before they reach their fifth absence.	1.3. School Level Administration, ISS Teacher (McCall), Truancy Officer (B. Daniels), Graduation and Career (CTE) Coach (Carter), Guidance and Grade-level MTSS teams	1.3. ISS and OSS data will be constantly reviewed using the SWIS program to effectively monitor the numbers of each. Conferences will also be held with students who are nearing their fifth absence and will continue throughout the semester/year.	1.3. SWIS and Skyward data will be used to monitor these strategies.	

Suspension Professional Development

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

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Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Stricter state requirements for credit recovery opportunities.	1.1. Schedule classes for credit recovery with certificated teachers.	1.1. School Level Administration, Guidance and Classroom teachers	1.1. Reports gathered from Skyward, EdOptions, FLVS, and any other credit recovery program.	1.1. Reports gathered from Skyward, EdOptions, FLVS, and any other credit recovery program.		
<u>Dropout Prevention Goal #1:</u> In 2012-2013, the dropout rate will decrease to 2.3% and the graduation rate will increase to 70%.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	2.7%	2.3%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	68.6%	70%					
		1.2. Lack of support and services for post-secondary and career placement	1.2. Provide support personnel to meet and counsel with students. Provide assistance for filling out job and college applications. Provide information to parents and guardians regarding assistance for their student.	1.2. School Level Administration, Graduation and Career (CTE) Coach (Carter), and Guidance	1.2. Calculate the percentage of identified students who graduate.	1.2. Calculate the percentage of identified students who graduate.	
		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 (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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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section. **Due to a re-classification of Hamilton County High School as a Title 1 school in August 2012, the PIP is presently under construction and will be uploaded as soon as it is completed.**

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Lack of communication between school and parents	1.1 Update student contact information, increase contact via email and phone calls, increase news articles in local newspaper, radio announcements on local radio station, update school website.	1.1. School level administration, teachers, guidance, parent involvement coordinator	1.1. Check teacher and guidance contact logs, emails, school phone call log.	1.1. Sign-in sheets, teacher contact logs.		
<u>Parent Involvement Goal #1:</u> In 2012-2013, 35% of parents will become involved in the school's culture.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					

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	28%	35%					
		1.2. Lack of understanding from parents on the importance of their involvement	1.2. Invitations of parents to SAC meetings, implementation of Title 1 mandates for parent involvement.	1.2. School level administration, teachers, guidance.	1.2. Check teacher and guidance contact logs, emails, school phone call log.	1.2. Climate survey, sign-in sheets, teacher contact logs.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Title 1 Implementation	7-12	District office staff, school level Title 1 coordinator	All staff, parents, and students	Monthly meetings scheduled at various times and dates to accommodate schedules (more specific dates and times when PIP is completed)	Title 1 reports	School level administration, school level Title 1 coordinator

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> To increase student achievement in Science, Technology, Engineering and Math (STEM) in a systemic and collaborative effort that develops connections between standards-based instruction and improved teacher effectiveness.	1.1 Collaboration between math, science and CTE programs	1.1. Math and science teachers develop focus lessons based on FCIM which incorporate common core and CTE content (agriscience, culinary arts, technology)	1.1. Math and science coaches	1.1. Observations by vocational-technical teachers, academic teachers, administrators from school	1.1. Number of students choosing STEM coursework in math, science, and CTE disciplines
	1.2. Identify courses, teachers, and students in designated STEM and CTE areas and partner with businesses to incorporate STEM and CTE relevant curriculum.	1.2. Alignment meetings between teachers, instructional coaches, and district personnel to implement this collaboration	1.2. Math and Science Coaches, Assistant superintendent, CTE Coordinator, and Graduation and Career (CTE) Coach	1.2. Increase enrollment in STEM and CTE courses, both on and off campus; Increase graduation rate	1.2. Number of students choosing STEM coursework in math, science, and CTE discipline
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through						
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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BRIDGES	6-12	Assistant superintendent	Math and science coaches, principal, assistant principal	October-January 2013	Creation of an articulation plan for math, science, and CTE classes within the school, the vocational-technical school, and the community college	Assistant superintendent

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: The number of students completing CTE programs and acquiring industry certifications will increase 9 industry certifications to 12-15.	1. Students opting out of programs before attaining industry certifications	1.1. Alignment meetings between teachers, instructional coaches, vocational and career instructors at local vocational-technical schools, and district personnel to implement this collaboration	1.1. CTE teachers and Graduation and Career (CTE) Coach, school test administrator,	1.1. Skyward records of students continuing in program, number of certifications earned	1.1. Certifications earned.
	2. Lack of instruction in background knowledge necessary for mastery necessary for industry certifications	1.2. Student participation in real-world experiences to see the value of the industry certifications	1.2. CTE teachers and Graduation and Career (CTE) Coach, school test administrator	1.2. Skyward records of students continuing in program, number of certifications earned.	1.2. Certification earned.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Alignment meetings with CTE teachers, vocation and career instructors at local vo-tech schools, and district personnel	11-12	Assistant superintendent	CTE teachers, vocational career instructors at local vo-tech schools, district personnel, school administration	October 2012-January 2013 November 14, 2012 January 16, 2013 March 20, 2013 May 15, 2013	Development of plan to improve number of students participating in examinations for industry certifications. Continual auditing of students records.	District personnel, school administration, career pathway/ graduation counselor, CTE teachers

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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Additional 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional 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 (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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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

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 activities of the SAC for the upcoming school year.
The SAC will disseminate funds according to student and teacher needs for supplemental activities (i.e., field trips, science fair, PBS rewards). They will assist with Title 1 and parental involvement activities as well as amending and updating the SAC constitution for HCHS.

Describe the projected use of SAC funds.	Amount
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