Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Gaither High School
2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: GAITHER HIGH SCHOOL	District Name: HILLSBOROUGH
Principal: MARIE WHELAN	Superintendent: MARYELLEN ELIA
SAC Chair: MICHAELA MEYERS	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

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

High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Marie Whelan	M. Ed.-Educational Leadership; School Principal; Emotionally Handicapped/ BS- Special Education	3	8	11/12: grade pending; see SIP for 2012 current levels 10/11: grade B 79% AYP 09/10: grade A 85% AYP
Assistant Principal	Donna Cason	M. Ed.- Educational Leadership, English, Speech, Theater Arts, ESOL/ BS- English Education	10	16	11/12: grade pending; see SIP for 2012 current levels 10/11: grade B 79% AYP 09/10: grade A 85% AYP
Assistant Principal	Henry Strapp	BS- Agricultural Ed., MA – Ed. Leadership	17	14	11/12: grade pending; see SIP for 2012 current levels 10/11: grade B 79% AYP 09/10: grade A 85% AYP

Assistant Principal	Matthew Smith	BS –Mathematics, MS - Ed Leadership	7	10	11/12: grade pending; see SIP for 2012 current levels 10/11: grade B 79% AYP 09/10: grade A 85% AYP
Assistant Principal	John Olewski	M. Ed., BS Ed. Leadership and Mathematics	4	6	11/12: grade pending; see SIP for 2012 current levels 10/11: grade B 79% AYP 09/10: grade A 85% AYP
Assistant Principal	Marketta Gouge	BS- Science Education, MA – Ed. Leadership	14	3	11/12: grade pending; see SIP for 2012 current levels 10/11: grade B 79% AYP 09/10: grade A 85% AYP

Highly Qualified Instructional Coaches

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

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/

Area		Certification(s)	Years at Current School	an Instructional Coach	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Patricia Albrecht	Elementary Education, B.A., Educational Leadership, M.A., Reading, Ed.S	7	13	11/12: grade pending; see SIP for 2012 current levels 10/11: B 79% AYP 09/10: A 85% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June 2012	
2. Recruitment Fairs	District Staff	June 2012	
3. District Mentor Program	District Staff	Ongoing	
4. District Peer Program	District Staff	Ongoing	
5. School-based teacher recognition	Principal	Ongoing	
6. Opportunities for teacher leadership	Principal	Ongoing	
7. Regular time for teacher collaboration	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers ● 14 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times to discuss progress on: ● Preparing and taking the certification exam ● Completing classes needed for certification **Department Chair/PLC** ● The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

126	3% (4)	19% (24)	32.5% (41)	45.2% (57)	49.2% (62)	89% (112)	12.7% (16)	1.6% (2)	18.3% (23)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Beth Burgess	Michael Caponero	First Year Teacher	Year-long support through EET process
Beth Burgess	Zachariah West	First Year Teacher	Year-long support through EET process

Additional Requirements

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

- Principal

- Assistant Principal for Curriculum

- Assistant Principals for Student Affairs

- School Advisory Council Chair

- ESE Specialist

- Guidance Counselor

- Department Heads

- Reading Coach

- ELP Coordinator

- School Psychologist

- School Social Worker

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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

The MTSS Leadership Team is considered the main leadership team in our school. The MTSS Leadership Team will meet twice a month and use the problem solving process to:

Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

o Tutoring during the day in small group pull-outs in reading, math, science, and writing.

o New college prep courses

o Extended Learning Programs during and after school

o Saturday Academies

o Intensive Reading and Math classes

o Create, manage and update the school resource data with the assistance of Dr. Hildebrand.

Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis

Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

Review and interpret student data (academic, behavior and attendance) at the school and grade levels

Organize and support systematic data collection as needed

Strengthen the Tier 1 (core curriculum) instruction through the:

o Implementation and support of PLCs

o Use of Assessments (data will be collected by subject area PLCs and compiled for analysis by members of the MTSS Leadership Team)

o Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS Leadership Team)

o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)

o Freshman parent information meetings

o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences

At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected via data chats.

Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.

Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model.

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

- The Chair of SAC is a member of the MTSS Leadership Team.

- The MTSS Leadership Team and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.

- The School Improvement Plan is the working document that guides the work of the MTSS Leadership Team. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

Given that one of the main tasks is to monitor student data related to instruction and interventions, the MTSS Leadership Team will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The MTSS Leadership Team will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

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

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person(s) Responsible
FCAT released test	School Generated Excel Database	APC, Reading Coach, English DH, Math DH, Science DH
Baseline and Midyear District Formative Assessments	Scantron Achievement Series	MTSS Leadership Team, PLC's, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in reading, Math, Writing and Science	Scantron Achievement Series	MTSS Leadership Team, PLC's, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network, Data Notebooks	Reading Coach/Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL MTSS Leadership Team Representative, Testing Coordinator
Common Assessments* (see below) of chapter/segment tests using adopted curriculum resources	Subject Area Generated Database	All subject department heads, individual teachers, MTSS Leadership Team
Nine Week Exams	Subject Area Generated Excel Database	All subject department heads, individual teachers, MTSS Leadership Team
Semester Exams	Subject Area Generated Excel Database	All subject department heads, individual teachers, MTSS Leadership Team
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

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

Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.

Determine which skills need to be taught with alternative strategies.

Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person(s) Responsible for Monitoring
Extended Learning Program (ELP)* (see below) Ongoing progress monitoring (Mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Excel Database	APC/MTSS Leadership Team/ELP Facilitator
FAIR OMP	School Generated Excel Database	APC/MTSS Leadership Team/Reading Coach
On-going assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Excel Database	APC/MTSS Leadership Team/PLC'S/Individual Teachers
Other curriculum based measurement** (See below)	School Generated Excel Database	APC/MTSS Leadership Team/PLC'S

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

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

- assess the same skills over time

- have multiple equivalent forms

- are sensitive to small amounts of growth over time.

Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings, during the 2011-12 school year. All faculty received training during pre-planning in August of 2012. To facilitate the ease of access to all data, an electronic "data wall" for MTSS/RtI files was added to the desktops of all instructional staff. In addition, an internal electronic "MTSS members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our MTSS/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).

- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.

- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: Principal Assistant Principal for Curriculum Reading Coach Reading Teachers Media Specialist Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains Language Arts Subject Area Leaders
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- Implementation and evaluation of the SIP reading strategies across the content areas

- Professional Development

- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas

- Data analysis (on-going)

- Implement K-12 Reading Plan

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Project CRISS, Level 1 training, which is a 12-hour initial training with a mandatory six-hour follow up component, is offered by our Reading Coach. The Reading Coach provides support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines the professional development offered at Gaither H.S. and other sites throughout the year.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan and are scheduled at Gaither by the Reading Coach. In addition, she facilitates pre-observation, and post observation activities and discussion.

Additionally, the Reading Coach offers Lunch and Learn sessions with all departments offered during the common lunch period and assists content teachers as needed.

*High Schools Only

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

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

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

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

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

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

Postsecondary Transition

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

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

Gaither High School has reviewed our *High School Feedback Report* trends for the last three years. The following is a summary from our annual analysis.

There has been a steady increase in the percentage of graduates completing a college prep curriculum from 66.5% to 70.3% over a three year period, a 3.8% increase. During this same period the district maintained a rate of 65.7%. Additionally, the percentage of graduates taking the SAT has increased from 71.6% to 82% over a three year period. During this same period, the state average decreased from 53% to 51.3%.

The program of study for high school students maps out the courses and timeline for students to be program completers and successfully transition to post secondary institutions. Students are encouraged to attend the district sponsored College Night events as well as the College and Career Fest. Gaither High School sponsors a special senior evening for students and families to review post secondary options.

Hillsborough County provides a variety of opportunities for students to learn about prospects at post secondary institutions through programs such as: • Amazing Race- provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities, and program offerings for incoming college freshmen. • Hi-Tec Trek- provides 11th grade students an opportunity to explore Hillsborough County's post-secondary centers for enrollment and program opportunities. Although no date has currently been announced for this event, our plan is to participate again this year.

• Career Pathways consortium- coordinates articulation agreements to provide Hillsborough County HS program completers with free credit at post

secondary centers throughout the state of Florida.

Gaither HS offers SAT and ACT prep courses multiple times throughout the year as coordinated with the assessment calendar.

Strategies for Improving Student Readiness for Postsecondary

District-Level

The Career and Technical Education (CTE) Department provides our counselors with a binder and data base of the Programs of Study to help guide students with their

educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

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

Career Seeking and Investigations - Provides 8th grade students with the opportunity to explore the campus of Hillsborough Community College (HCC) and experience campus life and activities.

Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen. Gaither seniors will attend this event.

Hi-Tec Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with

free credit at postsecondary institutions across the state of Florida.

School-Level

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

Saturday SAT and ACT prep classes are offered. Counselors will meet with all students to encourage students to complete prep classes and take the test. Communication letters on the SAT and ACT will be sent home with students to advertise the SAT and ACT prep classes and testing dates. SAT registration is FREE for juniors.

Through the Excelerator/College Board partnership, all 11th graders have the opportunity to take the SAT in March, May or June.

College Visits - Various college representatives visit Gaither High School to share information with our students about their colleges or universities throughout the school year.

University of Tampa Instant Decision Day. Representatives from UT will be on campus to meet with Gaither applicants individually to provide admissions decisions or

counseling for Fall 2013.

ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test .

USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.

AP Night – An evening program conducted to inform parents of the benefits of the AP program and to introduce them to our AP teachers.

Senior Night - All seniors are encouraged to attend senior night (9/27/2012), where they receive their senior handbook and the counselors share valuable information about their senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.

Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.

Planning in Guidance- Juniors were given their Junior Handbooks and important information about testing and their upcoming senior year was shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc. November 2012.

PSAT Interpretation Meeting for parents and students.

Junior Night - juniors and their parents are given their Junior Handbooks and important information about testing and senior year is shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.

Through the AVID program, students are engaged in on-going college readiness activities.

College Night – District offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.

Hosted:

- The District Pasos Al Futuro meeting at Gaither H.S. The meeting will be conducted in Spanish by the district bilingual counselors. Students and parents in grades 8-12 throughout the county are invited to discuss financial aid and college planning.

- The District Financial Aid meeting at Gaither H.S. Students and parents throughout the county will be invited to discuss financial aid. The presenter for the evening will be the Financial Aid Director from the University of Tampa.

Additional support:

Reminders sent to juniors one week prior to the test date for the FREE SAT.

Test fee waiver notification sent to eligible students on district list who need to meet college readiness scores.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).	1.1. Students need <u>practice reading more complex text</u>
	
	  • CCSS
	
	  • CRISS
	
	  • Webb's Depth of Knowledge
		1. In demonstration lessons, after-school PLCs or rolling faculty meetings professional development sessions, provide teachers with a greater knowledge base in strategies for reading complex text and in Common Core Standards:
		
		  • CCSS.ELA-Literacy. RI.9-10 and 11-12.10: Text Complexity
		
		  • CRISS Strategies
		
		  • Webb's
			1.1. Department Chairs, reading coach, and administration will conduct walk-throughs to determine the number of teachers using Common Core State Standards, CRISS Strategies and Costa's Depth of Knowledge to teach/use <u>complex text in class discussions.</u>
			
			<u></u>
			
			<u>1st Round FAIR Testing Check</u>:
			
			Grade 9:
			
			Risk Analysis
			
			High: 25%
			
			Medium: 48%
			
			Low: 28%
			
			Median:
			
			Rdng.Comp.: 44
			
			MAZE: 46
			
			Word Analysis: 42
				1.1. Teachers, working in PLCs, will monitor the effectiveness of the strategy in increasing student comprehension and analysis of complex text.
				
				Leadership team will monitor the effectiveness of the strategy in increasing student comprehension of complex text.
					1.1.
					
					  • Formal/ informal classroom observations
					
					  • PLC Data
					
					  • FAIR data
					
					  • FCAT 2.0 data
					
					  • Data Chats		

		Depth of Knowle dge	**Grade 10**: **Risk Analysis** **High:** 32% **Medium:** 50% **Low:** 18% **Median:** **Rdng.Comp.:** 42 **MAZE:** 51 **Word Analysis:** 71 **Grade 11**: **Risk Analysis** **High:** 45% **Medium:** 55% **Low:** 0% **Median:** **Rdng.Comp.:** 33 **MAZE:** 45				

			Word Analysis: 56 **Grade 12:** **Risk Analysis** **High:** 60% **Medium:** 40% **Low:** 0% **Median:** **Rdng.Comp.:** 28 **MAZE:** 55 **Word Analysis:** 63 2nd Round FAIR Testing Check: **Grade 9:** **Risk Analysis** **High:** 29% **Medium:** 44% **Low:** 28%				

			Median: **Rdng.Comp.:** 43 **MAZE:** 47 **Word Analysis:** 40 **Grade 10:** **Risk Analysis** **High:** 24% **Medium:** 51% **Low:** 25% **Median:** **Rdng.Comp.:** 55 **MAZE:** 55 **Word Analysis:** 43 **Grade 11:** **Risk Analysis** **High:** 0%				

			Medium: 54%				
			Low: 45%				
			Median:				
			Rdng.Comp.: 38				
			MAZE: 44				
			Word Analysis: 41				
			Grade 12:				
			Risk Analysis				
			High: 0%				
			Medium: 53%				
			Low: 47%				
			Median:				
			Rdng.Comp.: 40				
			MAZE: 48				
			Word Analysis: 33				

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Reading Goal #1: The percentage of students scoring a level 3 or higher on the 2013 FCAT Reading will increase from 52% to 55%.						
	52%	**55%**				
		2. Students need practice CIS Model (<u>performing close reading</u> <u>of text</u>) • CCSS • Annotate text • Explore, analyze, reflect • Discuss/ Debate • Persuasive Writing • Webb's Depth of Knowledge	1.2. In PLCs or rolling faculty meeting professional development sessions, provide teachers with a greater knowledge base in strategies for reading complex text and in Common Core Standards: • CCSS.ELA-Literacy. RI.9-10 and 11-12.10: Text Complexity • CRISS Strategies • Costa's Depth of Knowledge	1.2. Department chairs, reading coach, and administration will conduct walk-throughs to determine the number of teachers using Common Core State Standards, and Webb's Depth of Knowledge to teach/ implement <u>close</u> <u>reading strategies</u>	1.2. Teachers, working in PLCs, will monitor the effectiveness of the strategy in increasing student use of close reading strategies. Leadership team will monitor the effectiveness of the strategy in increasing student use of close reading strategies by conducting "data chats" and classroom walk-throughs.	1.2. • Formal/informal classroom observations • PLC Data • FAIR data • FCAT 2.0 data • Data Chats

		3. Students need practice text base-evidenced questions (<u>analyzing and deeply discussing text.</u>) • Using textual evidence • Critical reflection • Webb's Depth of Knowledge • Costa's Questions	3. In after-school and rolling faculty meeting professional development sessions, provide teachers with a greater knowledge base in strategies for reading complex text and in Common Core Standards: • CCSS.ELA-Literacy. RI.9-10 and 11-12.10: Text Complexity • CRISS Strategies • Costa's Depth of Knowledge	1.3. Department chairs, reading coach, and administration will conduct walk-throughs to determine the number of teachers using Common Core State Standards, CRISS Strategies and Costa's Questions, and Webb's Depth of Knowledge to teach/ implement <u>analysis and discussion of complex text</u>.	1.3. Teachers, working in PLCs, will monitor the effectiveness of the strategy in increasing student proficiency in analyzing and deeply discussing complex text. Leadership team will monitor the effectiveness of the strategy in increasing student practice of analyzing and deeply comprehending complex text.	1.3. • Formal/informal classroom observations • PLC Data • FAIR data • FCAT 2.0 data • Data Chats	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. **See Reading Goal 1.1**	2.1.	2.1 **See Fidelity Checks under Reading Goal 1**	2.1.	2.1.	
Reading Goal #2: The percent of students scoring 4 or 5 on the 2013 FCAT 2.0 will increase from 31% to 34%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	31%	**34%**				
		2.2. **See Reading Goal 1.2**	2.2.	2.2.	2.2.	2.2.

		2.3 **See Reading Goal 1.3**	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1. **See Reading Goal 1.1**	3.1	3.1 **See Fidelity Checks under Reading Goal 1**	3.1	3.1		

Reading Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 65 points to 68 points.						
	65 Points	**68 Points**				
		3.2. **See Reading Goal 1.2**	3.2	3.2	3.2	3.2
		3.3. **See Reading Goal 1.3**	3.3	3.3	3.3	3.3

		3.4	3.4	3.4	3.4	3.4	
		Need for Differentiated Instruction	In demonstration classrooms, after school PLCs or rolling faculty meetings, professional development sessions provide teachers with a greater knowledge base in strategies for: ● Scaffolding ● Explicit Instruction ● Learning Profiles	Department chairs, reading coach, and administration will conduct walk-throughs to determine the number of teachers using scaffolding, explicit instruction and learning profiles to differentiate instruction **See Fidelity Checks under Reading Goal 1**	Teachers, working in PLCs, will monitor the effectiveness of the strategy. Leadership team will monitor the effectiveness of the strategy.	● Formal/informal classroom observations ● PLC Data ● FAIR data ● FCAT 2.0 data ● Data Chats	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

4. **FCAT 2.0:** Points for students in Lowest 25% making learning gains in reading.	4.1 **See Reading Goal 1.1**	4.1	4.1 **See Fidelity Checks under Reading Goal 1**	4.1 Teachers, working in PLCs, will monitor the effectiveness of the strategy in increasing student comprehension and analysis of complex text. Administrative and RtI teams will monitor the effectiveness of the strategy in increasing student comprehension of complex text.	4.1 - Formal/ informal classroom assessments - PLC Data - FAIR data - FCAT 2.0 data - RtI Data Wall		
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 73 points to 75 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	73 Points	**75 Points**					

		4.2.	4.2	4.2	4.2	4.2	
		See Reading Goal 1.2			Teachers, working in PLCs, will monitor the effectiveness of the strategy in increasing student use of close reading strategies. Administrative and RtI teams will monitor the effectiveness of the strategy in increasing student use of close reading strategies by conducting "data chats" and classroom walk-throughs.	• Formal/informal classroom assessments • PLC Data • FAIR data • FCAT 2.0 data • RtI Data Wall	

		4.3. **See Reading Goal 1.3**	4.3	4.3	4.3 Teachers, working in PLCs, will monitor the effectiveness of the strategy in increasing student proficiency in analyzing and deeply discussing complex text. Administrative and RtI teams will monitor the effectiveness of the strategy in increasing student practice of analyzing and deeply comprehending complex text.	4.3 ● Formal/informal classroom assessments ● PLC Data ● FAIR data ● FCAT 2.0 data ● RtI Data Wall	
		4.4 **See Reading Goal 3.4**	4.4	4.4	4.4 Teachers, working in PLCs, will monitor the effectiveness of the strategy. Administrative and RtI teams will monitor the effectiveness of the strategy.	4.4 ● Formal/informal classroom assessments ● PLC Data ● FAIR data ● FCAT 2.0 data ● RtI Data Wall	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1.	5A.1. **See Goals 1, 3, &4**	5A.1. **See Fidelity Checks under Reading Goal 1**	5A.1.	5A.1.		

Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 61% to 65%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 40% to 46%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to 49%. The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 62% to 66%.						
	White: 61% Black: 40% Hispanic: 43% Asian: 62% American Indian: NA	White: 65% Black:n46% Hispanic: 49% Asian: 66% American Indian: NA				

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. **See Goals 1, 3 & 4 Above**	5B.1.	5B.1.	5B.1.		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%.						
	38%	**44%**				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1. See Goals 1, 3 & 4 Above And Comprehensive English Language Learning Assessment (CELLA) Goals Below	5C.1.	5C.1.	5C.1.		

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 9% to 18%.						
	9%	**18%**				
	_	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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1. **See Goals 1, 3 & 4 Above** **And** **Reading Florida Alternative Assessment (FAA) Goals Below**	5D.1. **See Fidelity Checks under Reading Goal 1**	5D.1.	5D.1.		
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 29% to 36%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	29%	**36%**				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	Grades 9 through 12	*Reading Coach	All teachers	*On-going	*Classroom walk-throughs	*Administrative Team
			Reading Leadership Team	*Demonstration classrooms	*Optional peer teacher observations	*Instructional Coaches
				*After School (Early Release) or		*Subject Area Leaders
			Faculty Professional Development and on-going PLCs	*Rolling Faculty Meetings		

Close Reading Strategies	Grades 9 through 12	*Reading Coach	All teachers	*On-going	*Classroom walk-throughs	*Administrative Team
			Reading Leadership Team	*Demonstration classrooms	*Optional peer teacher observations	*Instructional Coaches
				*After School (Early Release) or		*Subject Area Leaders
			Faculty Professional Development and on-going PLCs	*Rolling Faculty Meetings		
Socratic Discussion	Grades 9 through 12		AVID, AP and English Springboard Teachers	*PLC Leaders (Level Chairs)	*Classroom walk-throughs	*Administrative Team
		*Course-specific PLC Facilitators	Reading Leadership Team	*Demonstration classrooms	*Optional peer teacher observations	*Instructional Coaches
						*Subject Area Leaders
		*Reading Coach	Faculty Professional Development and on-going PLCs			
CCSS.ELA-Literacy. RI.9-10 and 11-12.10	Grades 9 through 12	*Reading Coach	English Teachers	*Pre-planning Professional Study Day	*Classroom walk-throughs	*Administrative Team
					*Optional peer teacher observations	*Instructional Coaches
						*Subject Area Leaders
Text Complexity, Close Reading and Text evidence-based questions	Grades 9 through 12	*Reading Coach	Reading Teachers	Monthly Lunch 'n Learns	*Classroom walk-throughs	*Reading Coach
			Reading Leadership Team		*Coaching/conferencing with Reading Coach	*Administrative Team

End of Reading Goals

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

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

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

Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1. Lack of understanding Lack of interest Inappropriate placement/ schedule	1.1. Strategy: Use data from formative tests to target strengths/ weaknesses. Action Steps: Give Formative Assessment A, B and C PLC's utilized to write goals based on data from assessments and create lesson plans. Teacher uses curriculum to improve strategies for passing EOC	1.1. **Who** Principal -AP -PLC Leaders/ Department Heads **How** PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs. FCIM Calendar created by PLC after each Formative, includes specific standards which will be covered.	1.1. **Teacher Level** Teacher monitors/ assesses progress and plans accordingly in PLC's. **PLC/Department Level** PLC facilitator/ Department Heads shares data with the Problem Solving Leadership Team. Data will be used to plan for future supplemental instruction. **Leadership Team Level** 1st Grading Period Check	1.1. 2-3x Per Year Formative Tests A,B, and C Monthly Basis Achievement Series for Chapter Tests 4 Times during 1st Semester Florida Achieves Mini Lessons and Assessments (FCIM model)		

		Teacher uses Achievement Series to track student gains	-School-based informal walk-through form which includes the school's SIP strategies.	2nd Grading Period Check			
				3rd Grading Period Check			
		Teacher encourages/ supports ELP tutoring	1st Grading Period Check				
			Operational- all algebra 1 teachers administered the formative assessment.	4th Grading Period Check			
		PLC decides which Florida Achieves Lessons to Cover					
		EET 3c	**Smart Goal-**				
		Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through	**Algebra 1 PLC will create a calendar to focus on 2 major standards before the Formative B test.**				
			2nd Grading Period Check				
			Operational: All Algebra 1 teachers administered the Formative				

		teacher analysis of students' level of engagement during a coherent well-designed lesson using the Student *Engagement Rubric*	**Assessment B.** **Smart Goal: All teachers will continue to use the FCIM mini assessments each week as bell work.** **Formative A:** GHS/Dist.Ave.: High: 2.21%/2.20% Mod.High: 33.12%/ 30.45% Mod.Low: 33.44%/ 37.68% Low: 31.23%/ 29.66% **Formative B:** GHS: High: 7.29% Mod.High: 26.04% Mod. Low: 20.13%				

			Low: 46.52%				
Algebra Goal #1:

The percentage of students scoring a level 3 or higher on the 2013 Algebra EOC will increase from 26% to 45%. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | **26% (69)** | **45%** | | | | | |

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Available Technology	Use supplemental materials: Spring Board, I CAN LEARN LAB, Gizmos, Smart Boards, Smart Response Systems and other available technology.	Who: Teacher/PLC Leader/ Department Head. How: **Teacher** - Attending Springboard and Gizmo Training -Following District Calendar and administering the Springboard Mini-Assessments **PLC Leader** - Gather Data from the teachers during the PLC about the students progress on the Springboard mini-assessments - Discussing ways to implement Gizmos into the lessons. **Department Head**	See Above.	See Above.	

				- Monitor Gizmo usage through monthly emails from Explore Learning. - Informal evaluations (Walkthroughs) when Springboard lessons are scheduled on the district calendar. - Encouraging department to incorporate technology and attend trainings			
		1.3. Inappropriate placement/ schedule	1.3. Scheduling of appropriate level classes	1.3. APC/Guidance monitor via EASI	1.3. See Above.	1.3. See Above.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

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Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1. Use of Higher Order Thinking Questions	2.1. PLC's will create 2 Higher Order Thinking Questions for each selected Standard Chosen from the Formative A and Formative B. PLC's will create 2 Higher Order Thinking Questions for each chapter covered during the 9 weeks.	2.1. PLC Leader/ Department Head / Administration **PLC Leader** -Facilitate the creation of the questions during the PLC meetings **Department Head** - Encourage the creation of questions and Monitor them through informal walkthroughs **Administration** - Instructional Focus for August, encourage creation through Faculty meetings. - Monitor usage through informal walkthroughs.	2.1. See Math Goal #1	2.1. See Math Goal #1

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

		2.2.	2.2.	2.2.	2.2.	2.2.	
		Available Technology	Strategy: Use supplemental materials: Spring Board, I CAN LEARN LAB, Gizmos, SmartBoards, Smart Response Systems and other available technology. Action Steps: Students will participate in group activities and use supplemental materials to increase their engagement, overall learning and mastery of College Board lessons.	See Math Goal 1.2	See Math Goal 1.2	See Math Goal 1.2	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

High School AMO Mathematics Goals

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

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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	
A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
<u>HS Mathematics Goal A:</u> *Enter narrative for the goal in this box.*							
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		
B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	3B.1. White: Black: Hispanic: Asian: American Indian: NA	3B.1. **See Goal 1: Algebra I and Goal 1: Geometry**	3B.1.	3B.1.	3B.1.		

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HS Mathematics Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Black students scoring satisfactory on the 2013 EOC's/FAA will increase from 43% to 49%.							
The percentage of Hispanic students scoring satisfactory on the 2013 EOC's/FAA will increase from 54% to 59%.							
The percentage of Asian students scoring satisfactory on the 2013 EOC's/FAA will increase from 67% to 70%.							
	White: Y

Black: 43%

Hispanic: 54%

Asian: 67%

American Indian: NA | White:

Black: 49%

Hispanic: 59%

Asian: 70%

American Indian: NA | | | | | |
| | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |

		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
C. English Language Learners (ELL) not making satisfactory progress in mathematics.	3C.1.	3C.1. **See Goal 1: Algebra I and Goal 1: Geometry**	3C.1.	3C.1.	3C.1.		
HS Mathematics Goal C: The percent of ELL students scoring satisfactory on the 2013 EOC's/FAA will increase from 28% to 35%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28%	**35%**					
		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		
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	3D.1.	3D.1. **See Goal 1: Algebra I and Goal 1: Geometry** **And** **See Math Florida Alternative Assessment (FAA) Goals Below**	3D.1.	3D.1.	3D.1.		

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HS Mathematics Goal D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of SWD students scoring satisfactory on the 2013 EOC 's/FAA will increase from 21% to 29%.							
	21%	**29%**					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		
E. Economically Disadvantaged students not making satisfactory progress in mathematics.	3E.1.	3E.1. **See Goal 1: Algebra I and Goal 1: Geometry**	3E.1.	3E.1.	3E.1.		
HS Mathematics Goal E: The percent of Economically Disadvantaged students scoring satisfactory on the 2013 EOC's/FAA will increase from 51% to 56%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	51%	**56%**					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos	9-12	DH,PLC Leader	All	3 hr training/various times	PLC'S; Implementation in the classroom	AP, DH, PLC Leader
SpringBoard	9-12	DH, PLC Leader	All	24 hr training/Summer	PLC'S; Implementation in the classroom	AP, DH, PLC Leader
Creating HOT Questions	9-12	DH and PLC Leaders	All	10/23/12	PLC's Implementation in the Classroom	DH and PLC leader

End of Mathematics Goals

Writing/Language Arts Goals

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

1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1. Increased number of students with language acquisition problems.	1.1. Incorporate Springboard Writing Workshops into the language arts curriculum. Emphasize conventions in writing. Action Steps: PLCs will attend professional development on the Springboard Writing Workshops. Teachers will discuss and learn about the use of the Writing Workshops within the curriculum. Teachers will implement Springboard Writing Workshops in their classes. Teachers will have students rewrite essays	1.1. Department Chair will review PLC logs and provide feedback/ share information at Leadership meetings. Department Chair or PLC Facilitator will do focused walk-throughs to monitor implementation of these strategies. *1st Grading Period Check* **Emerging:** Many teachers have attended professional development on Springboard Writing Workshops. Most teachers have begun utilizing writing workshops in their classes. All PLC groups provide logs of meetings. Department Chair works with PLC Facilitator primarily. Walk-throughs are being done on an occasional basis.	1.1. Teacher Level Formative Assessment/Midterms Scores/mini-assessments. PLC/Department Chair: Dept. Chair Walkthroughs of PLCs and review of PLC minutes. Department Chair or PLC will do focused walkthroughs to monitor the implementation of strategies. Administration: Pop-ins Formal and Informal Observations *1st Grading Period Check* **Emerging:** 76% of the	1.1. ● 2-3 Per Year Practice Writing Assignments ● Mid-terms and Unit Assessments ● Hillsborough Writes During Grading Period ● Mini Assessments and Alternative Assessments ● Writing Prompts and Practice Essays ● Quickwrites		

		to focus on editing and rewriting for clarity of expression and improvement of elements of conventional grammar, usage, mechanics and spelling. Teachers will set aside specific days for writing labs to assist students with their individual writing needs.	**SMART Goal for Second 9 Weeks:** All teachers will implement the writing workshops in their classes. Department Chair will work more with entire PLC group, not just the leader. Walk-throughs will be done more regularly to monitor strategy implementation.	students scored a 3 or higher on the Baseline Writing. **SMART Goal for Second 9 Weeks:** 80% of the students will score a 3 or higher on the first Semester Exam Writing. ***1st Semester Writing Exam*:** 451 of 479 10th Grade Students Tested 1 = 8 2 = 45 3 = 191 4 = 159 5 = 43 6 = 5 398 (88%) = 3 or Higher			

				207 (46%) = 4 or Higher			
Writing/LA Goal #1: The percentage of students scoring a Level 3.0 or higher on the 2013 FCAT Writes will increase from 85% to 88%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	85% (436)	**88%**					

1.2.	1.2.	1.2.	1.2.	1.2.	
District Pacing Guides are prescribed so as to limit the teacher's ability to spend additional time as needed to help students improve their writing, as well as having writing conferences with students	Incorporate Springboard Writing Workshops into the language arts curriculum. Emphasize conventions in writing. Action Steps: PLCs will attend professional development on the Springboard Writing Workshops. Teachers will discuss and learn about the use of the Writing Workshops within the curriculum. Teachers will implement Springboard Writing Workshops in their classes. Teachers will have students rewrite essays to focus on editing and rewriting for clarity of expression and improvement of elements of conventional grammar, usage, mechanics and spelling. Teachers will set aside specific days for writing labs to assist students with their individual writing needs.	Department Chair will review PLC logs and provide feedback/share information at Leadership meetings. Department Chair or PLC Facilitator will do focused walk-throughs to monitor implementation of these strategies. *1st Grading Period Check* ***Emerging:*** Many teachers have attended professional development on Springboard Writing Workshops. Most teachers have begun utilizing writing workshops in their classes. All PLC groups provide logs of meetings. Department Chair works with PLC Facilitator primarily. Walk-throughs are being done on an occasional basis. **SMART Goal for Second 9 Weeks:** All	Teacher Level Formative Assessment/Midterms Scores/mini-assessments. PLC/Department Chair: Dept. Chair Walkthroughs of PLCs and review of PLC minutes. Department Chair or PLC will do focused walkthroughs to monitor the implementation of strategies. Administration: Pop-ins Formal and Informal Observations *1st Grading Period Check*	2-3 Per Year Practice Writing Assignments - Mid-terms and Unit Assessments - Hillsborough Writes During Grading Period - Mini Assessments and Alternative Assessments - Writing Prompts and Practice Essays Quickwrites	

| | | | | teachers will implement the writing workshops in their classes. Department Chair will work more with entire PLC group, not just the leader. Walk-throughs will be done more regularly to monitor strategy implementation. | *Emerging:* 76% of the students scored a 3 or higher on the Baseline Writing.

SMART Goal for Second 9 Weeks: 80% of the students will score a 3 or higher on the first Semester Exam Writing. | | |

		1.3.	1.3.	1.3.	1.3.	1.3.	
		Motivating students who already write well to increase their level of competence.	Add Pull-out Tutoring for students who need individual attention. Use Writing Labs to help good writers focus on areas of need to enhance their writing.	See Goal 1.1	See Goal 1.1 PLC Facilitator will monitor the pull-outs and turn in tutoring reports to the Department Chair. Department Chair will monitor the pull-outs, compile the tutoring reports, and turn them in to Administration. _1st Grading Period Check_ **_Emerging:_** 22% of the students scored a 4 on the Baseline Writing; 3% scored a 5 or higher. **SMART Goal for Second 9 Weeks:** 40% of the students who scored a 4 on the baseline essay will score a 5 or higher on the First Semester Exam Writing.	During Grading Period - Mini Assessments and Alternative Assessments - Teacher-made tests - Writing Prompts	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
District Writing Workshop	9-12	District English/ Language Arts Supervisor Elizabeth Brown; Springboard Coordinator for Language Arts Alice Wuckovich	Springboard Teachers	Summer 2012	Subject PLC Meetings	Department Chair and PLC Facilitators

| Monthly Level PLC | 9-12 | Department Chair; PLC Facilitator | Springboard Teachers | Ongoing | PLC Minutes | Department Chair and PLC Facilitators |

End of Writing Goals

Attendance Goal(s)

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

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1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
	Getting parent buy-in, agreeing with the school's philosophy that attendance equates to academic success.	Guidance and Leadership Team will conduct monthly informational parent meetings for parents of 9th and 12th graders. Marquee announcements will encourage good attendance with quotes such as "Good Attendance = Student Achievement" Quarterly attendance celebrations for perfect attendance for each quarter. Cowboy Connection through e-mail	Administration will review sign-in logs and notes from the monthly meetings. Administration will determine the weekly message to be put on the marquee. Administration will ensure that the attendance celebrations are conducted. Administration will monitor Cowboy Connection e-mails.	Guidance will review sign-in logs and surveys completed by parents after each monthly meeting. Administration and Attendance/Discipline Committee will review EASI data to analyze effect of these measures. '12-'13 Average Monthly Attendance: August 96.69% September 95.36% October 94.73% November 94.16% December 87.95%	Monthly parent meeting surveys. Electronic Access Student Information (EASI) data.		

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Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
The 2012-2013 attendance rate will increase from 93.39% to 93.7%. The number of students with excessive absences (≥10 unexcused absences) will decrease from 208 to 196. The number of students with excessive tardies (≥ 10 unexcused tardies) will decrease from 631 to 550.							
	93.39%	**94%**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	208	**187**					

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	631	**568**					

		1.2.	1.2.	1.2	1.2.	1.2.	
		Creating a school culture where all students are motivated to come to school.	Guidance and Leadership Team will conduct monthly informational parent meetings for parents of 9th and 12th graders.	Administration will review sign-in logs and notes from the monthly meetings.	Guidance will review sign-in logs and surveys completed by parents after each monthly meeting.	Monthly parent meeting surveys.	
				Administration will determine the weekly message to be put on the marquee.		Electronic Access Student Information (EASI) data.	
			Marquee announcements will encourage good attendance with quotes such as "Good Attendance = Student Achievement"		Administration and Attendance/ Discipline Committee will review EASI data to analyze effect of these measures.		
				Administration will ensure that the attendance celebrations are conducted.			
			Quarterly attendance celebrations for perfect attendance for each quarter.				
				Administration will monitor Cowboy Connection e-mails.			
			Cowboy Connection through e-mail	Administration will ensure that the activities are conducted.			
			School-wide activities deigned to capture student interest: ● Multi-cultural assembly				

			● Club schedule allowing students to participate in multiple clubs without missing academic class time. ● Character Education Week ● Spirit Week Activities in conjunction with PTSA such as ● Talent Show ● Faculty/ Student Dodgeball				

		1.3.	1.3.	1.3.	1.3.	1.3.	
		Getting parent buy-in, agreeing with the school's philosophy that attendance equates to academic success.	Guidance and Leadership Team will conduct monthly informational parent meetings for parents of 9th and 12th graders. Marquee announcements will encourage good attendance with quotes such as "Good Attendance = Student Achievement" Cowboy Connection through e-mail	Administration will review sign-in logs and notes from the monthly meetings. Administration will determine the weekly message to be put on the marquee. Administration will monitor Cowboy Connection e-mails.	Administration and Attendance/ Discipline Committee will review EASI data to analyze effect of these measures.	Electronic Access Student Information (EASI) data.	

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	All	Administration	Faculty	Attendance Committee and Faculty Meetings/Monthly	Review of attendance plan and EASE data monthly.	Administration
EASI	All	Administration	Faculty	Faculty PrePlanning	Periodic compliance checks.	Administration
				Monthly, as needed		
				10/8/2012 with changes to EASI access procedures.		

End of Attendance Goals

Suspension Goal(s)

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

1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
	There needs to be common school-wide expectations and rules for appropriate classroom behavior.	**Tier 1**: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	PSLT "behavior" subgroup **Referrals:** August to December, 2012: 820 **In-School Suspensions:** August to December, 2012: 536 **Alternative to Suspension:** (ATOSS): August to December, 2012: 406	PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	Crystal Report ODR and suspension data cross-referenced with mainframe discipline data		

Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
The total number of students in each reported category will decrease by 10%.						
	706	**635**				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	349	**314**				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	189	**170**				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	131	**118**				

		1.3.	1.3.	1.3.	1.3.	1.3.	
		Students need resources and strategies for awareness of their own behavior.	**Tier 2:** Students are referred or can request participation in student support group meetings arranged by the School Psychologist.	Administration, Guidance, and RtI Committee will ensure that the meetings occur by reviewing referrals/requests, sign-in sheets, and meeting notes.	Guidance and Administration will review suspension data two times per month.	Suspension Data review two times per month.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
8-Step Discipline Plan	All	Administration	Faculty	Faculty Meeting during 1st Semester	Administration will monitor faculty use of the plan in teacher observations.	Administration

End of Suspension Goals

Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1:	Gaither had only a 7.3% response rate on the SCIP.	Parent Information Meetings to be held for parents of 9th and 12th graders: ● 9/15/12 ● 10/25/12	Administration will monitor parent participation in the meetings via sign-in sheets and notes from meetings.	Guidance and Administration will review results of surveys taken at each meeting.	Parent sign-in sheets and surveys		
Baased on the *School Climate and Perception Survey for Parents*, the percentage of parents who strongly and somewhat agree with the indicators under Communication will increase from 71.6% to 75%.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	71.6%	**75%**					

		1.2. 18.2% of parents responded Somewhat and Strongly Disagree to Communication item C: The school does a good job informing me if an academic concern regarding my child arises.	1.2. Parent Information Meetings including EdLine instructions to be held for parents of 9th and 12th graders: ● 9/15/12 ● 10/25/12	1.2. Administration will monitor parent participation in the meetings via sign-in sheets and notes from meetings.	1.2. Administration will review results of surveys taken at each meeting.	1.2. Parent sign-in sheets and surveys
		1.3.	1.3. Family Literacy Night will be conducted at Barnes and Nobles. Currently scheduled for 12/7/2012.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**					

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. Parent Involvement Parent Involvement Goal #2:	2.1. 17.6% of parents Somewhat or Strongly Disagreed with Student Learning Item F: Homework assignments are helpful to my student's learning.	2.1. Parent Information Meetings including EdLine instructions to be held for parents of 9th and 12th graders: • 9/15/12 • 10/25/12	2.1. Administration will monitor parent participation in the meetings via sign-in sheets and notes from meetings.	2.1. Administration will review results of surveys taken at each meeting.	2.1. Parent sign-in sheets and surveys		
Based on the *School Climate and Perception Survey for Parents*, the percentage of parents who strongly and somewhat agree with the indicators under Student Learning will increase from 69.6% to 73%.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					

	69.6	73%					
		2.1. 50% of parents neither Agree nor Disagree with Student Learning Item D: Teachers encourage me to be involved in my student's learning.	2.1. Parent Information Meetings and activities such as the Gaither Family Literacy Night will provide an opportunity for parents to meet faculty members in an informal setting. Family Literacy Night will be conducted at Barnes and Nobles. Currently scheduled for 11/30 or 12/7/2012.	2.1. Administration will monitor parent participation in the meetings via sign-in sheets and notes from meetings.	2.1. Administration will review results of surveys taken at each meeting.	2.1. Parent sign-in sheets and surveys	
		2.1.	2.1.				

Parent Involvement Professional Development

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

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**					
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

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1. **Health and Fitness Goal**	1.1.	1.1. High School students will engage in physical education for 50 minutes 3-5 times a week for a minimum of one semester, including but not limited to cardiovascular activities.	1.1. APC Guidance	1.1. Student schedules	1.1. PACER		
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 35% on the Pretest to 45% on the Posttest.	2012 Current Level :* Level :*	2013 Expected Level :*					

	35% (520)	45%					
			1.2.	1.2. Health and Physical Education initiatives developed and implemented by the Physical Education teacher.	1.2. Physical Education Teacher	1.2. Teacher data on the number of students scoring in the Healthy Fitness Zone	1.2. PACER component of the Fitnessgram	
			1.3.	1.3. 3-5 active physical education classes per week for a minimum of one semester.	1.3.Physical Education Teacher	1.3. Classroom Walkthroughs	1.3. PACER test component of the Fitnessgram.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cardiovascular efficiency	9-12	P.E. teachers	PLC (department, subject)	Early Release weekly	posttest	Physical Education Teachers

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

1. Continuous Improvement Goal	1. A few teachers do not believe that their peers understand and use data to deliver interventions. Some teachers are ambivalent (neither agree nor disagree) about their peers use of on-going classroom-based assessment to deliver interventions to students who are not proficient and to communi	1.1. Better communication and peer support during PLC's. Identify teachers who need support reviewing and utilizing data and provide that assistance in the PLC setting. Ensure that all teachers are aware of their peers use of assessment/ interventions by adding as an agenda item to all PLC meetings.	1.1. PLC/Dept. Chairs Administrative Team	1.1. Survey results will improve.	1.1. School Climate and Perception Survey.		

	cate classroom/ district assessments to students.						

Continuous Improvement Goal #1: *The percentage of teachers who agree with the indicators under Documenting and Using Results will increase from 76.9% to 80%. *The percentage of teachers who strongly agree with the indicators under Teaching and learning will increase from 32.4% to 35%.	2012 Current Level :*	2013 Expected Level :*					
	76.9%	**80%**					
	32.4%	**35%**					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Technology that supports instruction and meets students' needs.	All teachers become advocates for improving technology, including potential opportunities via grants and support from the business community.	See 1.1	See 1.1	See 1.1	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC's	9-12	Teachers who have received District training	School-wide	Throughout the year	PLC meetings documented and submitted to Administrative Team.	Administrative Team

Faculty study will be conducted during the first semester using the book, *Teach Like a Champion*.	9-12	Administrative Team	Teachers Department Chairs Team Leaders PLST Team	Faculty meetings and PLST meeting during first semester.	Observations, Pop-ins	Administrative Team and Peer Evaluators

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

| A. **Florida Alternate Assessment:** **Students scoring proficient in reading (Levels 4-9).** | A.1. Students with significant exceptionalities. | A.1. Differentiated Instruction with focus on one-on-one instruction and questioning format that mirrors the Reading FAA.

Use of Unique Learning Systems and News 2You curriculum. | A.1. PLCs will monitor the use of the strategies. | A.1. Teachers will monitor performance on classroom assessments using the same format as the FAA tests. | A.1.
• Informal Classroom Assessments

• Brigance Comprehension Inventory of Basic Skills II | | |

Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.						
	71% (10)	**72%**				
		A.2.	A.2.	A.2.	A.2.	A.2.
		A.3.	A.3.	A.3.	A.3.	A.3.

| B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. | B.1. **See FAA Reading Goal A.** | B.1. **See FAA Reading Goal A.** | B.1. **See FAA Reading Goal A.** | B.1. **See FAA Reading Goal A.** | B.1. **See FAA Reading Goal A.** | | |

Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.						
	8% **(1)**	**9%**				
		B.2.	B.2.	B.2.	B.2.	B.2.
		B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				

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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
C. Students scoring proficient in Listening/ Speaking.	1.1. ELLs at varying English acquisition levels.	1.1. Content area teachers will use CALLA/ A+RISE/CRISS/Kagan strategies to make accommodations and allocation of bilingual aides.	1.1. Administration will identify use of the strategies in walkthroughs.	1.1. Content teachers will use reflection, FAIR data, CELLA data, PLC data, and informal assessments to determine the effectiveness of the strategies.	1.1. FAIR, CELLA, informal assessments, semester exams, teacher evaluations.	

CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 62% to 65%	2012 Current Percent of Students Proficient in Listening/Speaking:					
	62% **(70 Total)**					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

D. Students scoring proficient in Reading.	2.1. ELLs at varying English acquisition levels.	2.1. Content area teachers will use CALLA/ A+RISE/CRISS/Kagan strategies to make accommodations and allocation of bilingual aides.	2.1. Administration will identify use of the strategies in walkthroughs.	2.1. Content teachers will use reflection, FAIR data, CELLA data, PLC data, and informal assessments to determine the effectiveness of the strategies.	2.1. FAIR, CELLA, informal assessments, semester exams, teacher evaluations.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 17% to 20%.	2012 Current Percent of Students Proficient in Reading :					
	17% **(21Total)**					

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
E. Students scoring proficient in Writing.	3.1. ELLs at varying English acquisition levels.	3.1. Content area teachers will use CALLA/ A+RISE/CRISS/Kagan strategies to make accommodations and allocation of bilingual aides.	3.1. Administration will identify use of the strategies in walkthroughs.	3.1. Content teachers will use reflection, FAIR data, CELLA data, PLC data, and informal assessments to determine the effectiveness of the strategies.	3.1. FAIR, CELLA, informal assessments, semester exams, teacher evaluations.	

CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 26% to 29%.						
	26% (33)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

F. **Florida Alternate Assessment:** **Students scoring at in mathematics (Levels 4-9).**	F.1. Students with significant exceptionalities.	F.1. Differentiated Instruction with focus on one-on-one instruction and questioning format that mirrors the Math FAA. Use of Equal Curriculum and Environmental Print Curriculum	F.1. PLCs will monitor the use of the strategies.	F.1. Teachers will monitor performance on classroom assessments using the same format as the FAA tests.	F.1. • Informal Classroom Assessments • Brigance Comprehension Inventory of Basic Skills II		

Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.						
	29% (4)	**30%**				
		F.2.	F.2.	F.2.	F.2.	F.2.
		F.3.	F.3.	F.3.	F.3.	F.3.

G. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.**	G.1. **See Math Goal F.**	G.1. **See Math Goal F.**	G.1. **See Math Goal F.**	G.1. **See Math Goal F.**	G.1. **See Math Goal F.**		

Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students making learning gains on the 20123 FAA will maintain or increase by 1%.							
	3% (1)	**4%**					
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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

Geometry EOC Goals	Problem-Solving						

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

| H. Students scoring in the middle or upper third (proficient) in Geometry. | 1.1.

Lack of understanding

Lack of interest

Inappropriate placement/ schedule | 1.1.

Strategy:

Use data from formative tests to target strengths/ weaknesses.

Action Steps:

Give Formative Assessment A, B, and C.

PLC's utilized to write goals based on data from assessments and create lesson plans.

Teacher uses curriculum to improve strategies for passing EOC.

Teacher uses Achievement | 1.1.

Who:

Administrative Team

Dept. Chairs

PLC Leaders

How:

PLC logs turned into administration. Administration provides feedback.

Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs.

FCIM Calendar created by PLC after each Formative, includes specific standards which will be covered.

School-based informal walk- | 1.1.

Teacher Level

Teacher monitors/ assesses progress and plans accordingly in PLC's.

PLC/Department Level

PLC facilitator/ Department Heads shares data with the Problem Solving Leadership Team.

Data will be used to plan for future supplemental instruction.

▮

Leadership Team Level

▮

Formative A:

GHS:

High: 3.90%

Mod.High: 32.11% | 1.1.

2-3x Per Year

Formative Tests

A,B, and C

Monthly Basis

Achievement Series

for Chapter Tests

4 Times during 1st Semester

Florida Achieves Mini Lessons and Assessments (FCIM model) | | |

		Series to track student gains.	through form which includes the school's SIP strategies.	Mod.Low: 35.78% Low: 28.21%			
		Teacher encourages/ supports ELP tutoring.	1st Grading Period Check:	**Formative B:** GHS: High: 17.14%			
				Mod.High: 32.32%			
		PLC decides which Florida Achieves Lessons to Cover.	2nd Grading Period Check:	Mod. Low: 25.95%			
		EET 3c		Low: 23.8%			
		Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement		1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check 4th Grading Period Check			

		during a coherent well-designed lesson using the *Student Engagement Rubric*.					
Geometry Goal H: The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 70% to 73%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70% (357)	**73%**					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Available Technology	Use supplemental materials: Spring Board, I CAN LEARN LAB, Gizmos, SmartBoards, Smart Response Systems and other available technology.	Who: Teacher/PLC Leader/ Department Head. How: **Teacher** - Attending Springboard and Gizmo Training -Following District Calendar and administering the Springboard Mini-Assessments **PLC Leader** - Gather Data from the teachers during the PLC about the students progress on the Springboard mini-assessments - Discussing ways to implement Gizmos into the lessons. **Department Head**	See Geometry Goal H #1 Above	See Geometry Goal H #1 Above	

				- Monitor Gizmo usage through monthly emails from ExploreLearning. - Informal evaluations (Walkthroughs) when Springboard lessons are scheduled on the district calendar. - Encouraging department to incorporate technology and attend trainings			
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
	Use of Higher Order Thinking Questions	PLC's will create 2 Higher Order Thinking Questions for each selected Standard Chosen from the Formative A and Formative B. PLC's will create 2 Higher Order Thinking Questions for each chapter covered during the 9 weeks.	PLC Leader/ Department Head / Administration **PLC Leader** -Facilitate the creation of the questions during the PLC meetings **Department Head** - Encourage the creation of questions and Monitor them through informal walkthroughs **Administration** - Instructional Focus for August, encourage creation through Faculty meetings. - Monitor usage through informal walkthroughs.	See Geometry Goal H Above	See Geometry Goal H Above		

Geometry Goal I:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 35% to 38%.							
	35% (179)	**38%**					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		Available Technology	Strategy: Use supplemental materials: Spring Board, I CAN LEARN LAB, Gizmos, Smart Boards, Smart Response Systems and other available technology. Action Steps: Students will participate in group activities and use supplemental materials to increase their engagement, overall learning and mastery of College Board lessons.	See Geometry Goal H #1.2 Above	See Geometry Goal H #1.2 Above	See Geometry Goal H #1.2 Above	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

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

J. **Florida Alternate Assessment:** Students scoring at proficient in science (Levels 4-9).	J.1. Students with significant exceptional ities.	J.1. Differe ntiated Instruction with focus on one-on-one instruction and questioning format that mirrors the Reading FAA.	J.1. PLCs will monitor the use of the strategies.	J.1. Teachers will monitor performance on classroom assessments using the same format as the FAA tests.	J.1. - Informal Class room Assessm ents - Brigance Compre hension Inventory of Basic Skills II		
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	87.5% (8)	90% (9)					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

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

| K. Students scoring in the middle or upper third (proficient) in Biology. | 1.1. Reading Level insufficient for EOC. | 1.1. Teachers will monitor individual students via case studies, using Viewpoint. Students will then be identified for review/ tutoring in reading.

Teachers will infuse Close Reading strategies, CRISS strategies and Costa's Depth of Knowledge into content lessons. | 1.1. Administration will perform periodic walk-throughs to identify the reading strategies being used.

Formative A:

GHS:

High: 3.77%

Mod.High: 34.59%

Mod.Low:23.90%

Low: 37.74%

Formative B:

GHS:

High: 6.89%

Mod.High: 29.65%

Mod. Low: 23.80%

Low: 39.67% | 1.1. PLCs will monitor formal and informal assessment data to determine if reading proficiency is increasing in identified students. | 1.1.
● Biology Semester Exams and EOC Exams

● Viewpoint

● FAIR

● Formal/ Informal Classroom Assessments | | |

Biology Goal K:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 67% to 70%.						
	67% (330)	**70%**				
		1.2. Complacency	1.2. Teachers will create contracts with students AND parents.	1.2. Department chair will perform periodic check/ conference with teachers.	1.2. PLCs will review contracts at monthly meetings.	1.2. • Biology Semester Exams and EOC Exams • Viewpoint • FAIR • Formal/Informal Classroom Assessments	
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
	Complacency; students being comfortable with the middle.	Teachers will increase rigor/ opportunity to push for excellence by incorporating Costa's Depth of Knowledge questioning into lessons.	Administration will perform periodic walk-throughs to identify the reading strategies being used.	PLCs will monitor formal and informal assessment data to determine if reading proficiency is increasing in identified students.	● Biology Semester Exams and EOC Exams ● Viewpoint ● FAIR ● Formal/ Informal Classroom Assessments		

Biology Goal L:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 32% to 35%.						
	32% (158)	**35%**				
		2.2. Complacency; students being comfortable with the middle.	2.2. Teachers will create contracts with students AND parents, renewing commitment to classwork and use of tutoring and available resources,..	2.2. Department chair will perform periodic checks/ conference with teachers.	2.2. PLCs will review contracts at monthly meetings.	2.2. • Viewpoint • FAIR • Formal/Informal Classroom Assessments
		2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to					

	Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
M. Florida Alternate Assessment: **Students scoring at 4 or higher in writing (Levels 4-9).**	M.1. Students with significant exceptionalities.	M.1. Differentiated Instruction with focus on one-on-one instruction and questioning format that mirrors the Reading FAA.	M.1. PLCs will monitor the use of the strategies.	M.1. Teachers will monitor performance on classroom assessments using the same format as the FAA tests.	M.1. ● Informal Class room Assessm ents ● Brigance Compre hension Invent ory of Basic Skills II		

Writing Goal M:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.						
	50% (4)	**60% (3)**				
		M.2.	M.2.	M.2.	M.2.	M.2.
		M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Implement engineering design challenges in math, science and CTE/STEM elective courses, by creating a 1st and 2nd Semester lesson which centers on an engineering theme but crosses over into science, math and technology.	Topics occur at different times in the various content curricula.	Break from County curriculum for the period of time the lesson is being covered.	Administration will observe the lessons via walk-throughs.	STEM math, science and technology teachers will review progress on the project or lab at their meetings.	Teacher-made assessments and project/lab activity.
	1.2.	1.2.	1.2.	1.2	1.2.
	Math, science and technology teachers do not have a common planning time.	Meet after school on early release days.	Leadership team will attend and observe the meetings on a monthly basis.	STEM math, science and technology teachers will review progress on the project or lab at their meetings.	Teacher-made assessments and project/lab activity.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based Learning	9th/10th Grades	SALs	Science, Math, Technology, and Engineering Teachers	On-going	Administration Walk-through or formal/informal observations	Administration

End of STEM Goal(s)

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

CTE Goal(s)	**Problem-Solving Process to Increase Student Achievement**				

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase the number of students earning an industry certification from the funded list from 148 in 2011-2012 to 275 in 2012-2013.	1.1.	1.1. Increase/sustain the number of CTE teachers holding the appropriate teaching certification.	1.1. Administration will review certifications.	1.1. Log of certifications	1.1. Record of student industry certifications awarded.
	1.2.	1.2. Strengthen the advisory committee by increasing membership and meeting regularly.	1.2. Administration will review the attendance and activities of the Student Advisory Council.	1.2. SAC Chair will sponsor the Student Advisory Council, conducting monthly meetings and activities.	1.2. Record of student industry certifications awarded.
	1.3.	1.3. Increase the opportunity for students to participate in school-based enterprises.	1.3. Administration will review offerings of school-based enterprises	1.3. Logs of student participation	1.3. Record of student industry certifications awarded.

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

Pending receipt of school grade.

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   X No

If No, describe the measures being taken to comply with SAC requirements.
The school will continue to work towards balancing both the ethnicity and non-school board employees of the School Advisory Council to reach compliance.

Describe the use of SAC funds.			

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

Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Various SIP Goals	Teacher Mini-Grants Approved by SAC: Applications to be reviewed and voted upon at the December 12, 2012 SAC meeting.	$4,468.90	
All SIP Goals	School Improvement Coordinator	$700.00	
Final Amount Spent			