

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: C. LEON KING HIGH SCHOOL	District Name: HILLSBOROUGH COUNTY PUBLIC SCHOOLS
Principal: Michael Rowan	Superintendent: MaryEllen Elia
SAC Chair: Annette Lasley	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
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		Certification(s)	Years at Current School	Years as an Administrator	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Michael Rowan	Ed Leadership Social Sciences 6-12	1.0	7.0	11-12: pending 10-11: B, AYP- No, 77% 09-10: A, APY-Yes, 79% (Wharton HS, APA)
Assistant Principal	Nia Campbell	Ed Leadership Math 6-12 Middle Grades Curriculum 6-12 Education Specialist-Ed Leadership	0.5	2.5	11-12: pending 10-11: B, AYP-No, 77% 09-10: B, AYP- Yes, 76% (Bloomingdale, AP1)
Assistant Principal Magnet	Mathew Romano	Ed Leadership Math 6-12 Math M.S.	5.0	7.0	11-12: pending 10-11: B, AYP-No, 77% 09-10: A, AYP-Yes, 79%
Assistant Principal Admin	Dennis Donaldson	Ed Leadership Physical Ed 6-12 BS in PE/ Social Studies Masters Secondary Ed Educational Specialist	3.5	5.0	11-12: pending 10-11: B, AYP- No, 77% 09-10: A, AYP-Yes, 79%
Assistant Principal	Martha McFarland	Ed Leadership English 6-12 ESOL Endorsement BA English Education Masters Ed Leadership K-12	3.5	3.5	11-12: pending 10-11: B, AYP-No, 77% 09-10: A, AYP-Yes, 79%
Assistant Principal	Wayne Quin	Ed Leadership Emotionally Handicapped ESOL Endorsement Reading Endorsement Ph. D.	2.5	4.0	11-12: pending 10-11: B, AYP-No, 77% 09-10: A, AYP-No, 85% (Burns MS, AP1)
Assistant Principal	James Taylor	Ed Leadership English 6-12 Masters Art- Curriculum & Instruction	1.0	1.0	11-12: pending 10-11: B, AYP-No, 77% 09-10: A, AYP-Yes, 79%

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

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teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	LoriSue Grieb	Reading K-12 Ph. D. Curriculum & Instruction in Reading & Teacher Education	11.0	12.0	11-12: pending 10-11: B, AYP-No, 77% 09-10: A, AYP-Yes, 79%

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	On-going	
3. Performance Pay	General Director of Federal Programs	July 2012	
4. Merit Award Pay	Supervisor of Data Analysis	July 2012	
5. District Mentor Program	District Mentors	On-going	
6. District Peer Program	District Peers	On-going	
7. Regular meeting of new teachers with Principal	Principal	On-going	
8. Monthly new teacher meetings	Veteran teachers	On-going	
9. Opportunities for teacher leadership	Principal	On-going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
13 teachers	Have signed appropriate documentation and are taking the necessary classes to qualify for Highly Effective Status.

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
119	9% (11)	19% (23)	39% (46)	33% (39)	49% (58)	75% (89)	11% (13)	8% (9)	13% (16)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lauriann Jones	David Bern, Erik Flaar, Michael McGucking, Damon Page, Yozandra Parrimon, Jenifer Patterson, Mark Sandag	Mentor with EET initiative	First year teachers get conferencing and problem solving techniques.
Rosalyn Brown	David Mannino, Shawn Brown, Madeilynann Mitchell, Asela Crump	Peer with EET initiative	Second year teachers get modeling, analyzing student work/date, problem solving techniques.
Terra Flatley, Ron Carrell, Melanie Willette	All new teachers (or anyone needing refresher)	Veteran King High teachers with new teachers	Monthly meetings to discuss upcoming deadlines and requirements. Refresher on grades, attendance, classroom discipline and any other subjects brought to the table.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

Other

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

School-Based MTSS/Rtl Team

Principal, Michael Rowan
Assistant Principal for Curriculum, Nia Campbell
Assistant Principal for Magnet Curriculum, Mathew Romano
Assistant Principal for Administration, Dennis Donaldson
Assistant Principals for Student Affairs: Martha McFarland, Wayne Quin, James Taylor
School Psychologist, Etta Rahming
School Social Worker, Marilyn Moore
Guidance Counselors: Sally Holt-Smith, Tonya Poole, Morris Martin, Rosanna Hoit
Drop Out Specialist, Ouida Hilton
Reading Coach, Dr. LoriSue Grieb
ESE Specialist, Alexia Garrett
ELL Specialist, Leandra Vera
School Advisory Council Chair, Annette Lasley
Department Heads:
Melanie Willette, Virginia Roebuck, Frank Marcantoni, Amy French, Elizabeth Graham, Cindy Saladino, Robyn Bayard, Paula Rudloff, Sandra Vinson, Matthew Como

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

The MTSS is considered the main leadership team in our school. The MTSS will meet one to two times monthly 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:
 - Extended Learning Programs after school
 - Intensive Reading and Math classes
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Create, manage and update the school resource map
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the MTSS and PLCs.

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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.
- The MTSS and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2010-11 school year and during preplanning for the 2011-12 school year.
- The School Improvement Plan is the working document that guides the work of the MTSS. The large part of the work of the team is outlined in the Expected Improvements/ Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the MTSS will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The MTSS will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
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 will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger MTSS team through the *grade level (elementary) or subject area (middle) or department (high)* MTSS representatives.
- The MTSS and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment

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- develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
- review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

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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.

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	MTSS, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series	MTSS, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series	MTSS, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL MTSS Representative
Common Assessments* (<i>see below</i>) of chapter/ segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/MTSS Member
DAR	School Generated Database	Reading Coach/ Reading PLC Facilitator/ Classroom Teacher
DRA-2	School Generated Excel Database	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

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

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

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	MTSS/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	MTSS/ Reading Coach
Ongoing assessments within Intensive Courses (<i>Middle/High</i>)	Database provided by course materials (for courses that have one), School Generated Database in Excel	MTSS/PLC/Individual Teachers
Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Database in Excel	MTSS/PLCs

*Students receiving 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

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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 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.

Describe the plan to support staff on MTSS.

Our staff received overview training over the course of several faculty meetings during the 2011-2012 school year. 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 (District RtI) 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. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading 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

Specific members include: Michael Rowan, Nia Campbell, Mathew Romano, Dennis Donaldson, Viola Young, Virginia Roebuck, Jeffrey Jones, Barrett Zebos, Michele Prado, Paula Rudloff, Marianne Valdez, Martha McFarland, Lori Sue Grieb, Kaitlyn Tainter

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

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~~ **goals and strategies identified** on the SIP.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.

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.

Meetings once a month on the third Thursday of each month

Each department is represented and votes on the staff development and school wide initiatives that reflect our needs from FCAT and formative data, needs assessment surveys, etc.

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

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

A PLC with a book study on *Teaching Like a Champion* throughout the year
Increase Vocabulary through Password of the Day with context clues provided
Kagan training to the staff with a workshop and then demonstration classrooms
Questioning techniques through strategy of the month workshop and demo classes
Reading ROCKS! independent reading program to increase vocabulary and fluency at all levels
Various literacy contests to promote a unity of school spirit with literacy.

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

N/A

***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.

Various Professional Development trainings will take place periodically and strategically throughout the year for all instructional staff on the following topics: CCSS, text complexity, CIS, reading in the content areas, text dependent questioning, CRISS follow-up on questioning, KAGAN, close reading and writing effective objectives, questions for all lessons. All teachers will be observed throughout the year, and in PLCs, the teachers will discuss the above topics to include in their curricula throughout the year. Demonstration classes in various areas like KAGAN, text dependent questions and the CIS model will also be incorporated the second half of the year. The Reading Coach will conduct coaching cycles with teachers needing assistance with incorporating reading in the content area.

*High Schools Only

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

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

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

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

C. Leon King High School annually holds elective fairs with present and incoming students. Based on interest, they will establish Course Selection Sheets and course 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 the 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, C. Leon King High School will review new course offerings at the State and District Level to continue to offer Rigorous and Relevant coursework and to meet the State Standards.

Postsecondary Transition

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

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

Analysis of High School Feedback Report

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

C. Leon King High School's percentage of graduates completing a college prep curriculum has increased from 75.2% to 80.4% over a three year period, a 5.2% increase. During that same time period, the district remained constant at 64.2% and the state decreased by 0.6 % (58.5% - 57.9%). In addition, the number of graduates that enrolled in Algebra 1 prior to 9th grade, completed at least one Level 3 high school math course and completed at least one Level 3 or higher science course and were above the district and the state averages for the same three year period.

Strategies for Improving Student Readiness for Postsecondary

District-Level

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

- **Career Seeking and Investigations** - Provides 8th grade students an opportunity to explore the campus of Hillsborough Community College (HCC) and experience campus life and activities
- **Amazing Race** -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achieve						

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	ment						
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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<p>1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5).</p>	<p>1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when <u>students are engaged and grappling with complex text.</u> Teachers need to understand how to <u>select/identify</u> complex text, <u>shift</u> the amount of informational text used in the content curricula, and <u>share</u> complex texts with all students. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are</p>	<p>1.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Department Heads shares SMART Goal data with the Leadership Team and FOCUS team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks), FCIM assessments</p>		
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		outlined on grade level/ content area PLC action plans. Workshops offered throughout the year at the district and school level					
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 53% to 56%.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	53%	56%					

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		<p>1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.2. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p> <p>Reading Coach will</p>	<p>1.2. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers Department Heads</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p> <p>Reading Coach and Administration cooperative planning</p> <p>AVID teachers</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitator/ Department Heads shares SMART Goal data with the Administration. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p> <p>FCIM assessments</p> <p>FCAT practice Tests</p>	
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		<p>conduct Strategy of the Month workshops toward this type of questioning</p> <p>Demonstration classes will feature higher order dependent questions organized by the Reading Coach</p> <p>AVID Teachers will be implementing Costa's level questions, Cornell notes and Philosophical Chairs and/or Socratic Seminars to engage the students in rigorous discussion and analyzing course material.</p>				
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		<p>1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans. Reading coach conducts strategy of the month workshops for this close reading strategy</p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation. Reading Coach led workshop through mini faculty meetings</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Department Heads shares SMART Goal data with the Administration. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.3 <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks) FCIM assessments</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipate d 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.	2.1. See Goals 1, 3, 4	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 42% to 45%.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	42%	45%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>3.1. Strategy Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we respond if they have learned it? 3. How will we respond if they don't 	<p>3.1. Who -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and leadership team.</p>	<p>3.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit) FCIM assessments</p>		
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	<p>learn? 4. How will we respond if they already know it?</p> <p><u>Actions/Details</u> -Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
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Reading Goal #3:	2012 Current	2013 Expected					
Level of	Level of	Level of					
Performance:*	Performance:*	Performance:*					
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 63 points to 66 points.							
	63 points	66 points					

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		<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. Strategy/Task Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u>. Actions/Details <i>Within PLCs Before Instruction and During Instruction of New Content</i> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.</p>	<p>3.2. Who -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration, and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Department Heads shares SMART Goal data with the Administration. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>3.2. 3x per year FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit) FCIM assessments</p>	
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			(Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy). -Additional action steps for this strategy are outlined on grade level/content area PLCs.				
		3.3. Scheduling the time to meet and discuss data in PLCs	3.3. Specific schedule in place to allow PLCs to meet at least once per month to discuss instructional data and implications for further instruction	3.3.-PLC logs turned into administration, / or coaches.	3.3. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal.	3.3. FCIM data and core class instructional implications from daily lessons	
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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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. <u>Strategy</u> <u>Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas. <u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning</p>	<p>4.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>4.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) FCIM weekly assessments</p>		
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	<p>that embeds rigorous tasks</p> <p>--Facilitate development, writing, selection of higher-order, text-dependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the academic coach and administration</p>					
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	<p>identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and</i></p>					
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		<p><i>Coach</i> -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.</p>					
<p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 60 points to 63 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	60 points	63 points					
		<p>4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.</p>	<p>4.2 <u>Strategy</u> Students' reading comprehension improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.</p>	<p>4.2 <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2 Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2 Curriculum ?? Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i> Daily lessons with reading and writing</p>	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:							
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u> The percentage of students scoring a level 3 or higher on the FCAT Reading 2.0 or scoring level 4 or above on the FAA will increase over a period of the next 6 years.							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. Yes (goal met)</p>	<p>5A.1. See Goals 1, 3, & 4</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p>Reading Goal #5A: The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>23</u> % to <u>31</u> %. The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>23</u> % to <u>31</u> %. Percentage of Asian students will increase from 92 % to 93% Percentage of Hispanic students will increase from 48% to 53%</p>	<p><u>2012 Current Level of Performance</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3. See goals 1, 3, 4	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:	Anticipate d 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	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: The percentage of Economically disadvantaged students scoring proficient/satisfactory on 2013 FCAT/FAA Reading will increase from 26 % to 33%	<u>2012 Current</u> Level of Performance	<u>2013 Expected</u> Level of Performance					

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	26%	33%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
	Anticipate d 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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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1 - Students may transfer from another class and the teacher may forget to look in Viewpoint to see the child's status. - ELL student from within the county may transfer, but ELL Specialist may not be notified by guidance</p>	<p>5C.1 -Many teachers are not aware of who their ELL students are, what their language proficiency is, how long they have been in the country, what their native language is, and/or what country they are from. ACTION STEPS -ELL Specialist will conduct training during a faculty meeting to show teachers how they can locate this information on Viewpoint. -ELL Specialist will create a spreadsheet with the information above and list it in King Internal. -ELL Specialist will send this</p>	<p>5C.1 <u>Who</u> -School based Administrators -ELL Specialist <u>How</u> -Administrators will witness the presentations and view the information on King Internal - ELL Specialist will email the administrator, as well, when new students are enrolled .</p>	<p>5C.1 -Teachers will be able to better understand a student and their level of English and acculturation time. -Teachers will be able to better modify and accommodate assignments and assessments.</p>			
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		information (via email) to teacher when a new child is enrolled					
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 11% to 20%.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	11%	20%					

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		<p>5C.2. -Teachers willingness to accept support from the coach -Reaching each dept.PLC in a timely fashion</p>	<p>5C.2. <u>Strategy across all content areas</u> <u>Strategy/Task</u> Student achievement improves through teacher's collaboration with the ELL Specialist in all content areas. ACTION/DETAILS ELL Specialist -The academic coach conducts one on one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLC/Dept Meetings to: -Facilitate lesson planning that embeds ELL Strategies -Facilitate development, writing, selection of higher order, text dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy -Facilitate the planning for interventions and the intentional grouping of the students. -The academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing - Throughout the school year, the academic coach/ administration conducts one on one data chats with individual teachers using student data</p>	<p>5C.2. <u>Who</u> -Administration -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Review of coach's log -Review of coach's log of support to targeted teachers -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>5C.2 -Tracking of coach's participation in PLCs -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, debriefing, professional development, and walk-throughs)</p>	<p>5C.2 -FAIR -CELLA -FCAT <u>During the Grading Period</u> -Assessment and classwork grades</p>	
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	<p>5C.3 -Teachers may not realize what accommodations ELL students are allowed to receive. To help with this, the ELL specialist will give a presentation to the teacher during a faculty meeting -Bilingual Education Paraprofessionals at varying levels of expertise in providing support -Allocation of Bilingual Education Paraprofessionals dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT</p>	<p>5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support 4. Use of heritage language dictionary Test given verbally, if student is an LYA</p>	<p>5C.3 <u>Who</u> -School based Administrators -ELL Specialist <u>How</u> -Teachers will have accommodated exams available for the administrator or ELL Specialist to review.</p>	<p>5C.3 -Analyze core curriculum and district level assessments - Correlate accommodations to determine the most effective approach for individual students.</p>	<p>5C.3 <u>During the Grading Period</u> -Core curriculum assessment grades</p>	
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		and Bilingual paraprofessional.					
		<p>5C.4 -Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.4 ELLs (LYA, LYB & LYC) reading comprehension will improve in Developmental Language using the FCIM model for each of the reading components on FCAT</p> <p><u>Action Steps</u> -The ELL Specialist will analyze the testing data to see which reading components are the weakest for each class. -The ELL Specialist will gather teaching materials for the areas of weaknesses. -The Developmental Language teacher will spend 10-15 minutes a day working on the same component for two weeks using the FCIM and “I do, we do, you do, you do” model. - The Developmental Language teacher/ ELL Specialist will create an assessment for each component the students are studying.</p>	<p>5C.4 <u>Who</u> -School based Administrators -ESOL Resource Teachers -Developmental Language teacher</p> <p><u>How</u> The developmental language teacher will keep a log, as well as an Edline grade, of assessment results for each student.</p>	<p>5C.4 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress.</p> <p><u>ELL Specialist Level</u> ELL Specialist will meet with developmental language teacher to review assessment results.</p>	<p>5C.4 -FAIR -CELLA</p> <p><u>During the Grading Period</u> -Assessment grades</p>	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipate d 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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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and</p>	<p>5D.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC</p>	<p>5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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		modifications into lessons.					
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FAA Reading will increase from 17% to 25%.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	17%	25%					

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		<p>5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2. Strategy/Task SWD student achievement improves through <u>teachers' implementation of the Plan-Do-Check-Act model</u> in order to plan/carry out lessons/assessments with appropriate strategies and modifications. Actions: Plan For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? Plan for the "Do" What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-</p>	<p>5D.2 Who -School based Administrators -PLC Facilitators How PLC logs (with specific SWD information) for like courses/grades.</p>	<p>5D.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.2 -FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>	
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		<p>understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the _____ strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i> For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn’t work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful?</p>				
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		<p>What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? Reflect/Check – Analyze Data Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/ PLC/department? Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?</p>				
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		5D.3	5D.3	5D.3	5D.3	5D.3	
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Reading Professional Development

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

End of Reading Goals

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

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

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

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<p>Alg1. Students scoring proficient in Algebra (Levels 3-5).</p>	<p>1. COMPUTER ACCESS The algebra EOC is administered as a computer-based assessment. The students interact with the computer in order to proceed through a problem, perform their calculations with pencil and paper and onscreen or hand-held calculator, then enter their response choice electronically. Facility with navigating the computer and with transferring work correctly from paper to screen are essential skills needed to be successful. Our computer lab space is very limited, due to regular assessments such as FAIR that take place in some and classes that take place in others. We have approximately 200 students currently enrolled in algebra 1 or algebra 1B who do not have regular computer</p>	<p>1.1.COMPUTER ACCESS Problems will be presented in computer simulation activities to help students become familiar and comfortable with the way things look on the screen. Whenever possible (anticipated to be two to three times per quarter) students will actually work on Florida DOE-created questions presented online to experience the nature of algebra EOC questions. In addition, students will be encouraged to access the state preparation materials from home or library in order to engage in more practice.</p>	<p>1.1. WHO -Individual Teachers will assess, reflect, report, in PLC's and to Department Head, who actually meets with the algebra 1 PLC then reteach as needed -PLC -APC -Principal HOW -Based on assessments, teachers will reteach using FCIM problems created for specific benchmarks; re-teaching will work on a two-week cycle -Monitor each grading period, 1st, 2nd, and 3rd</p>	<p>1.1 TEACHER LEVEL -Teachers utilize FCIM models, specifically daily problem practice followed by 5-question assessment PLC/DEPARTMENT LEVEL PLC's plan order of FCIM's based on assessment scores LEADERSHIP TEAM LEVEL Department Head will monitor and report data to APC and to district math supervisor GRADING PERIOD CHECKS Review formative data, assemble FCIM schedule; these results will spiral for future assessments</p>	<p>1.1 3 FORMATIVE ASSESSMENTS -Measure skills and concepts expected as of assessment date DURING GRADING PERIOD Biweekly FCIM assessments as well as quick checks in class daily, regular class quizzes (at least 2 per week) and tests (at least 3 per grading period)</p>		
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	access and another 150 who are enrolled in liberal arts, which is actually computer-based.						
<p><u>Algebra Goal #1:</u> The results of last year's administration of the Algebra EOC were disappointing but not unexpected. Students who enter high school not having already earned their algebra 1 credit are generally students who struggle with math. King's #1 goal for this year regarding the Algebra EOC is for at least 35% of our students who have the Algebra EOC as a graduation requirement to "pass," which is defined as scoring proficient at a level 3, 4, or 5. This goal will include achievement by students who are taking algebra 1 for the first time and by students who are taking liberal arts math as a preparation course for retaking the Algebra EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	11%	35%					

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		<p>1.2.READING SKILLS Algebra EOC questions are presented at a level that is rigorous, and most questions require a significant amount of reading for details and for determining what the question actually asks.</p>	<p>1.2.READING SKILLS All students in algebra 1, algebra 1B, and liberal arts classes will engage in guided reading every day with the goal of identifying key words and phrases in problems that will lead the student to the necessary solution strategies. Repeated practice on this skill is essential.</p>	<p>1.2.Emphasize in each PLC meeting the importance of daily guided reading and review upcoming FCIM problems for the purpose of sharing strategies that will strengthen the reading of these benchmark models</p>	1.2.Same as 1.1	1.2.Same as 1.1	
		<p>1.3.ACCESSING TUTORING HELP Students who struggle with math, especially at the abstract level when they have arrived when they take algebra 1, really benefit from one-on-one guidance. Scheduling this help during or after school is hindered due to factors such as transportation, parent support, and the need for student realization of the importance of tutoring.</p>	<p>1.3ACCESSING TUTORING HELP Teachers of these students have made a commitment to contact parents to communicate the tutoring help that is available during lunch and after school and to encourage their students' participation. Teachers will call parents as soon as students encounter difficulties with content. They will also call parents on the fourth day of absence either consecutive or in a nine-weeks, recognizing that not being in class seriously hinders a student's ability to be successful.</p>	<p>1.3.Review in each PLC meeting those students and parents whom each teacher has contacted and those who are taking advantage of tutoring</p>	1.3.Same as 1.1	1.3.Same as 1.1	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	<p>2.1. Tutoring resources – Students who have greater potential will benefit most from individual tutoring to strengthen their skills.</p>	<p>2.1. USF Tutors – Match the four USF tutor/mentors with eight algebra 1 students who have shown added potential. The tutors will work with these eight students once a week to take their algebra skills to a higher level. The tutors will actually work with the students using honors level algebra 1 materials.</p>	<p>2.1. Department Head and Tutor Coordinator will provide lesson content and monitor weekly.</p>	<p>2.1. Students will be assessed during each weekly session for mastery at that point.</p>	<p>2.1. Students will be assessed on computer-based FCIM's and on teacher-created materials that are part of algebra honors curriculum.</p>		
<p><u>Algebra Goal #2:</u> King's #2 goal for students who will take the Algebra EOC is for the percentage of students who score at level 4 or 5 to increase from 1% to at least 5%. We will work to identify students who have greater potential and help them to reach a higher level of achievement.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>1%</p>	<p>5%</p>					

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		2.2. Reading level – The students with higher potential have demonstrated a facility with mathematical concepts, but they often make errors because they have difficulty comprehending the reading portion of math problems.	2.2. Reading emphasis – The tutors will put special emphasis on the tools of effective reading, including selective underlining and the mathematical meaning of such terms as “increased by” and other terms that sometimes confuse students.	2.2. Same as 2.1	2.2. Same as 2.1	2.2. Same as 2.1	
		2.3 Computer access – Students will need additional computer practice to be highly successful on the computer-based test.	2.3 Computer access – Students will work with the tutors in a computer lab.	2.3 Same as 2.1	2.3 Same as 2.1	2.3 Same as 2.1	
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).							

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End of Algebra EOC Goals

Mathematics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
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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
Algebra 1 benchmarks	Algebra 1, IB, Liberal Arts	Dept. Head	Algebra PLC members	1 st Early Release Monday each month	Identify 2 weakest benchmarks, based on most recent algebra formative assessment; plan remediation strategies	Department Head and PLC members
Geometry benchmarks	Geometry, Geometry Honors	PLC Leader	Geometry PLC members	1 st Early Release Monday each month	Identify 2 weakest benchmarks, based on most recent geometry formative assessment; plan remediation strategies	PLC Leader
SAT math benchmarks	Algebra 2 and beyond upper level math	PLC Leaders	Algebra 2 and Upper Level PLC members	1 st Early Release Monday each month	Identify target SAT math strategies; develop plan for all students to participate in online SAT practice quizzes and tests	PLC Leaders

End of Mathematics Goals

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						

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	<p>1.1. -Not all teachers of the same course give the same common teacher-made assessments at the end of the instructional cycle. -Lack of common planning time to discuss best practices before the unit of instruction -Lack of common planning time to identify and analyze core curriculum assessments -Lack of planning time to analyze data to identify best practices. Need continued training to implement effective PLCs. -Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.1. The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through participation in the 5E lesson plan model. Action Steps: *Teachers will attend district science training and share 5E Lesson Instructional Model information with their PLCs. *Teachers who have been previously trained will receive a refresher training from the district that provides more examples on how to implement the 5E model. *As a Professional Development activity in their PLCs, teachers will rewrite Best Practices lesson plans into 5E lesson plans. *PLC teachers instruct students using the 5E lesson plans. *Teachers will attend district-provided training on the Development of Inquiry Lessons.</p>	<p>1.1. <u>Who</u> -Principal - Assistant Principal -Science Department Chair -Peer/ Mentor Evaluators -Classroom teachers <u>How</u> -PLC logs turned into administration Administration provides feedback -Evidence of strategy in teachers' lesson plans seen during administration walk through -EET formal evaluations -EET pop-ins (admin and peer/mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (admin and Peer/Mentor) -school-based informal walk through form which includes the school's SIP strategies</p>	<p>1.1. -District Baseline and Mid-Year Testing -Formative tests -Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) - District Mini Assessments</p>	<p>1.1. Kagan strategies used extensively. *Students will form questions that will appear on administered tests. *Students grouped according to Kagan strategies L-M, M-H for peer support. *Informal assessments by individual whiteboards and group strategies *Students may be asked to print Edline reports weekly for accountability reflecting work submitted AVID strategies that are suggested include: *Students may also be asked to submit their subject notebooks to ensure accounting for work *Students are asked to write the daily objective in a continuous notebook</p>		
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		*At the end of each unit, teachers give a common assessment (Unit Mini Assessment) provided by the district as identified from the core curriculum materials. PLCs record their work in the PLC logs.					
Biology Goal K: 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%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	67%	70%					

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		<p>1.2. - Teachers at varying skill levels with the FCIM model. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data</p>	<p>1.2. The purpose of this strategy is to strengthen the core curriculum. Students' understanding of the nature of science and scientific inquiry will improve through the <u>use of appropriate hands-on instructional, scientific and laboratory technology</u> (Gizmos, Probeware, digital microscopy) Action Steps: *Every attempt will be made to incorporate to include science technology (such as Gizmos, Probeware, etc.) as a tool of inquiry in the science classroom for in all lesson plans. *Teachers who have not yet been trained in Gizmos will attend the district-offered training and have their accounts set up with ExploreLearning. *Teachers who have not yet been trained on the use of Probeware will receive training from the district. *Teachers use technology such as Gizmos and Probeware in their classrooms on a regular basis.</p>	<p>1.2. <u>Who</u> -Principal -AP -Science Department Chair -Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.2. <u>Biology (model for other PLCs)</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their mini assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards 80% mastery of skills. -Teachers chart the progress of each class noting outlying individual students and implementing intervention steps to include student logs with student-teacher contact, parent-teacher contact, and team intervention where necessary. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the 80% mastery data across all classes/courses for each mini assessment. - For each mini assessment, Biology PLC charts its overall progress towards the SMART Goal.</p>	<p>1.2. -Benchmark mini assessments, dissemination, and evaluation for specific standards to identify opportunities for FCIM reteach</p>	
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					<p>-After each assessment, PLCs will ask the following questions:</p> <ol style="list-style-type: none"> 1. Are there skills that need to be re-taught in a whole lesson to the entire class? 2. Are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique? 3. Are there skills that need to be re-taught to targeted students? 4. How do we report and share our results with the Leadership Team? 	
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		<p>1.3. -Teachers are at varying skill levels in the use of vocabulary acquisition strategies</p>	<p>1.3. Teachers will implement vocabulary acquisition strategies to raise students' cognitive complexity to a level 2 and up.</p> <p>Action Steps: *Teachers will work with students to identify and address vocabulary deficiencies. *Teachers will promote the use of flash cards as a tool of vocabulary acquisition. *Teachers will use reading strategies such as prefixes, suffixes, word origin, in-class readings to enhance literacy. Student-generated Word Walls will help to strengthen vocabulary acquisition.</p>	<p>1.3. <u>Who</u> -Principal -AP -Science Department Chair -Peer and Mentor Evaluators</p> <p><u>How</u> -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery.</p> <p><u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons.</p>	<p>1.3. District Baseline and Mid-Year Testing Formative tests Semester Exams Mini assessments</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) -Common teacher-developed Science Investigation Rubric</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>L. Students scoring in upper third in Biology.</p>	<p>2.1. - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons reflective of the EOC</p>	<p>2.1. This strategy is designed to increase the level of student engagement by inquiry-based activities to teach the benchmarks and to elevate the first and second tiers, respectively. Action Steps: *PLCs will develop a template for writing inquiry-based lessons. *As a Professional Development activity in their PLCs, Biology teachers will rewrite best practices lesson plans into inquiry-based activities for experiential learning *PLC teachers instruct students using inquiry-based learning activities.</p>	<p>2.1. <u>Who</u> -Principal -AP -Science Coach -Science Department Chair -Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. <u>1st Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers <u>2nd Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers <u>3rd Grading Period Check</u> -Science Department Chair</p>	<p>2.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Biology mini assessment and EOC data collected, reviewed, and disseminated. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. <u>1st Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers</p>	<p>2.1. <u>2x per year</u> District Baseline and Mid-Year Testing Mini assessments Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) Lab Books Science Investigation Rubric Test/quiz for each inquiry-based lesson</p>		
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			-Peer and Mentor Evaluators -Classroom teachers	<u>2nd Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers			
				<u>3rd Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers			
<u>Biology Goal L:</u> The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 45% to 48%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	45%	48%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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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
Mini assessment strategies to include the preparation of students to read long science passages and utilizing CRISS strategies for mathematics problems such as modified content frame in order to organize and identify relevant information	All students taking Biology EOC	Science Department Chair	Biology PLC	Each meeting, teachers will focus and utilize identified strategies and report successes and opportunities at each PLC following the mini assessment provided the students	Data collected and disseminated from each teacher and the district.	All Biology EOC teachers are responsible for collecting and presenting their own data
Reading strategies and CIS lesson collaboration with the Reading Coach	All students	Science dept Chair	All science teachers	Science teachers have been asked to develop CIS lesson and submit to the district in order to build a cache of lessons at all levels for all subjects. Incentives have also been offered to entice teachers to submit workable lessons and to increase the number.	CIS lessons are currently in widespread use only by those teachers and students affected by the Biology EOC. Monitoring, successes and opportunities are presented at each Biology EOC PLC. Other subjects and/or levels will submit and feedback will be provided by the science dept. chair as the lessons are submitted.	Currently, only Biology EOC teachers are responsible for providing the lessons to the students and subsequent reporting to the PLC. The data currently being collected is more qualitative in nature
ELL strategies scheduled with ELL Specialist	All students	Science Department chair and ELL Specialist	All teachers with ELL students	Meetings are scheduled during our PLCs	ELL Specialist to follow up with the teachers, communication is on-going	All teachers with ELL students, ELL Specialist

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check 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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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>l.1. Teachers new to the school who are non-English teachers lack experience with FCAT rubric. Teachers need training in holistic scoring with FCAT rubric. Teachers need to have time to score the essays.</p>	<p>l.1. 9th-12th grade English teachers will use the SpringBoard Writing Workshops as outlined in the grade-level curriculum guide. 9th and 10th grade English teachers will implement a bell work strategy to work with FCAT prompts that will provide practice for students for all steps of the writing process. Content area teachers will work with Department Heads to choose content-related FCAT style prompts to make writing relevant.</p>	<p>l.1. WHO Principal APC HOW 9th and 10th grade PLC leaders will provide APC with results of SMART goals constructed in PLCs. APC will use comparative data across all content areas to determine students who could benefit from tutoring. Classroom walk-throughs will check that the PLC plan is in place</p>	<p>l.1. APC will monitor PLC data for all steps of the writing process, including the FCAT-scored content essays, looking for trends in student data. PLCs will monitor data and determine which skills should be re-taught using common assessments.</p>	<p>l.1. Students will write monthly in English classes as well as in a pre-determined content courses. Students in 9th and 10th grade will take common assessments as determined by PLCs to practice the steps in the writing process.</p>		
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Writing/LA Goal #1: In grades 9-12, the percentage of AYP scoring a level 3.0 or higher on the 2011-2012 FCAT Writing will increase from 89% to 91%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	89% (3.0)	91% (3.0)					
	75% (3.5)	78% (3.5)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development						
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(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
Deconstructing FCAT prompts; writing thesis; writing introduction; writing conclusion; providing detail	9th/10th English	Bose and Keen	9th/10th grade English PLCs	Monthly PLC meetings	Printing results of common assessments	Principal APC

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		
<p>1. Attendance</p>	<p>1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance - Lack of staff to focus on attendance - Not all teachers are comfortable with Ed-line -Not all teachers keep attendance updated</p>	<p>1.1. The Administration Team along with other appropriate staff will meet every 20 days to review the school’s Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students -A data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.</p>	<p>1.1. The AP will run Attendance/Tardy meetings every 20 days with appropriate reports -AP will random check Ed-Line postings Social Worker will call/visit parents of habitual truants -District attendance monitors will call 3/or more unexcused absences weekly</p>	<p>1.1. - Administrative Team and subset of MTSS will examine date monthly</p>	<p>1.1. Attendance Report - Tardy Report - Attendance Plan</p>		

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<p>Attendance Goal #1:</p> <p>The attendance rate will increase from 93.15 % in 2011-2012 to 94.0 % in 2012-2013</p> <p>The number of students who have 10 or more Unexcused absences throughout the school year will decrease from 297 in 2011-2012 to 290 in 2012-2013</p> <p>The number of students who have 10 or more Excessive Tardies throughout the school year will decrease from 116 in 2011-2012 to 104 in 2012-2013</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	93.15 %	94.0%					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	297	290					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	116	104					

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		1.2. See 1.1	1.2. When a student reaches 15 days of unexcused absences to school, parents and guardians are notified via mail that future absences must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance. - All teachers will post their attendance to Ed-Line on a regular basis, allowing parents to monitor attendance.	1.2. See 1.1	1.2.	1.2. See 1.1	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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Attendance Plan	Administration	AP	At Administrative staff meetings	August/September	Review plan and student data every 20 days	AP
Ed-Line	9-12	AP	As needed	On-going	Random check of Ed-Line postings	AP

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Suspension	1.1. -There needs to be common school-wide expectation and rules for appropriate classroom behavior	1.1. -Tier 1: --Implementation of school-wide behavior expectations and policies	1.1. Administration will do weekly discipline reviews.	1.1. Administration will review data on Office Discipline Referrals, ODRs and Out-of-school suspensions monthly.	1.1. -Compile and use data obtained from the District’s mainframe..		

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<p>Suspension Goal #1:</p> <p>The total number of In-School Suspensions will decrease from 1584 in 2011-2012 to 1552 in 2012-2013</p> <p>The total number of students receiving In-School Suspensions will decrease from 672 in 2011-2012 to 659 in 2012-2013</p> <p>The total number of Out of School Suspensions (including ATOSS) will decrease from 1041 in 2011-2012 to 1020 in 2012</p> <p>The total number of students receiving Out of School suspensions will decrease from 427 in 2011-2012 to 419 in 2012-2013</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>1584</p>	<p>1552</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>669</p>	<p>656</p>					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p>1041</p>	<p>1020</p>					

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	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	427	419					
		1.2. Data indicates that there is a wide variation in the number of ODRs generated across classrooms.	1.2. Administration will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need.	1.2. Administration will review data	1.2. Administration will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms.	1.2. Untie" ODR and suspension data cross-referenced with mainframe discipline data	
		1.3. Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.3. Tier 2: -Teacher mentoring program will be implemented to support students who accrue more than 10 suspension days in one semester.	1.3. Guidance -Social Worker -School Psychologist	1.3. A subgroup of the Problem Solving Leadership Team will review suspension data and determine the percent of students with 10 or more suspensions per semester. The Team will review suspension data biweekly and report progress to PSLT monthly.	1.3. See 1.1	

Suspension Professional Development

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

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Discipline in Secondary Classroom (DSC)	9-12	District/USF Trainer	School Wide	Early Release Date	Monthly Data Review with support for PBS coach MTSS will review the attendance and behavior data on a weekly basis, providing mentoring to students, and establishing on-going contact with parents.	Principal Assistant Principals
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End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		

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The number of students who dropped out in the 2011-2012 school year was 2 students, this will decrease by 1 in the 2012-2013 school year.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Parent Involvement Professional Development

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

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

End of 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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<p>1. Health and Fitness Goal</p>	<p>1.1. Not all students will participate and/or put forth effort in physical activity.</p>	<p>1.1. Students in grades 9-12 are required to complete two semesters of HOPE - Teacher Incentives</p>	<p>1.1. Physical education teachers</p>	<p>1.1. Teacher notes/agendas</p>	<p>1.1. Pacer test component of the Fitnessgram Pacer for assessing Cardiovascular health</p>		
<p><u>Health and Fitness Goal #1:</u> 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 51% on the Pretest to 65% on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>51%</p>	<p>65%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

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

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<p>1. Continuous Improvement Goal</p>	<p>1.1. The focus/purpose of the PLC at KHS has changed. Some may not be clear on the new CCSS focus</p>	<p>1.1. PLC leaders will disseminate information to members on CCSS requirements and trainings</p>	<p>1.1. Administration Dept. Heads PLC leaders</p>	<p>1.1. Reports will be filled out at PLC meetings and then turned in to Administration. Administration will attend PLC meetings</p>	<p>1.1.</p>		
<p><u>Continuous Improvement Goal #1:</u> Percent of teacher who strongly agree that teachers meet on a regular basis to discuss their students learning, share best practices that improve student performance will increase from 25 % to 50 %</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>25% (31)</p>	<p>50% (61)</p>					
		<p>1.2. Focus</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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
New PLC focus at KHS	All	PLC Leaders	Administration, PLC, Dept Heads	All year	Forms and Visits	Administration/PLC leaders

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>A.1. <u>Strategy</u> ESE student achievement improves through the effective and <u>consistent implementation of students' IEP</u> goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of ESE review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and</p>	<p>A.1. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>A.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>A.1. <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ESE performance</p>		
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		collectively, the ability to effectively implement IEP strategies and modifications into lessons.					
<u>Reading Goal A:</u> The percentage of ESE students taking the 2013 FAA Reading scoring proficient/satisfactory will increase from 70% to 72%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70	72					

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		<p>A.2. -Improving the proficiency of ESE in our school is of high priority. -Teachers need support in drilling down their core assessments to the ESE level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2. Strategy/Task ESE student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/ carry out lessons/ assessments with appropriate strategies and modifications. Actions Plan For an upcoming unit of instruction determine the following: -What do we want our ESE to learn by the end of the unit? -What are standards that our ESE need to learn? -How will we assess these skills/standards for our ESE? -What does mastery look like? -What is the SMART goal for this unit of instruction for our ESE? Plan for the "Do" What do teachers need to do in order to meet the ESE SMART goal? -What resources do we need? -How will the</p>	<p>A.2. Who -School based Administrators -PLC Facilitators How PLC logs (with specific ESE information) for like courses/ grades.</p>	<p>A.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ESE SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ESE SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/ course, PLCs chart their overall progress towards the ESE SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ESE SMART Goal data with the Problem Solving Leadership</p>	<p>A.2. -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ESE performance</p>	
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		<p>lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our ESE? -What teaching strategies/best practices will we use to help ESE learn? -Specifically how will we implement the _____ strategy during the lesson? -What are teachers going to do during the lesson for ESE? -What are ESE going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work during the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their ESE students: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn’t work within the lesson? Why? What are we going to do next?</p>		<p>Team. -Data is used to drive teacher support and student supplemental instruction.</p>		
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		<p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data Discuss one or more of the following: -What is the ESE data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are ESE students not learning? Why is this occurring?</p>				
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			<p>-Which ESE students are learning?</p> <p>Act on the Data After data analysis, develop a plan to act on the data.</p> <p>-What are we going to do about ESE not learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual ESE or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		A.3.	SD.3	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1	B.1.	B.1.	B.1.		
<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	
A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).	A.1.	A.1.	A.1.	A.1.	A.1.		
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1. See Reading Goal 5D	B.1.	B.1.	B.1.		
	<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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<p>C. Students scoring proficient/satisfactory performance in Listening/Speaking.</p>	<p>1.1. - Students may transfer from another class and teacher may forget to look in Viewpoint to see the child's status. - ELL student from within the county may transfer, but ELL Specialist may not be notified by guidance.</p>	<p>1.1. Many teachers are not aware of who their ELL students are, what their language proficiency is, how long they have been in the country, what their native language is, and/or what country they are from. Action Steps - ELL Specialist will conduct a training during a faculty meeting to show teachers how they can locate this information on Viewpoint. - ELL Specialist will create a spreadsheet with the information above and list it in King Internal. - ELL Specialist will send this information (via email) to teachers when a new child is enrolled.</p>	<p>1.1. Who -School based administrators. -ELL Specialist How - Administrators will witness the presentations and view the information on King Internal. - ELL Specialist will email the administrator, as well, when new students are enrolled.</p>	<p>1.1. - Teachers will be able to better understand a student and their level of English and acculturation time. - Teachers will be able to better modify and accommodate assignments and assessments.</p>	<p>1.1</p>	
<p><u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from <u>47%</u> to <u>55%</u>.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					

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	47%					
		<p>1.2. -Teachers willingness to accept support from the coach. -Reaching each dept/plc in a timely fashion.</p>	<p>1.2. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the ELL Specialist</u> in all content areas. <u>Actions/Details</u> <u>ELL Specialist</u> -The academic coach conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs/Dept meetings to: --Facilitate lesson planning that embeds ELL strategies --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the planning for interventions and the intentional grouping of the students. -The academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using student date.</p>	<p>1.2. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>1.2. -Tracking of ELL Specialist participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs)</p>	<p>1.2. -CELLA <u>During the Grading Period</u> Assessment and classwork grades.</p>
		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	

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<p>D. Students scoring proficient/satisfactory performance in Reading.</p>	<p>2.1. - Students may transfer from another class and teacher may forget to look in Viewpoint to see the child's status. - ELL student from within the county may transfer, but ELL Specialist may not be notified by guidance.</p>	<p>2.1. Many teachers are not aware of who their ELL students are, what their language proficiency is, how long they have been in the country, what their native language is, and/or what country they are from. Action Steps - ELL Specialist will conduct a training during a faculty meeting to show teachers how they can locate this information on Viewpoint. - ELL Specialist will create a spreadsheet with the information above and list it in King Internal. - ELL Specialist will send this information (via email) to teachers when a new child is enrolled.</p>	<p>2.1. Who -School based administrators. -ELL Specialist How - Administrators will witness the presentations and view the information on King Internal. - ELL Specialist will email the administrator, as well, when new students are enrolled.</p>	<p>2.1. - Teachers will be able to better understand a student and their level of English and acculturation time. - Teachers will be able to better modify and accommodate assignments and assessments.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>9%</u> to <u>15%</u>.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>9%</p>					

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		<p>2.2. -Teachers willingness to accept support from the coach. -Reaching each dept/plc in a timely fashion.</p>	<p>2.2. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the ELL Specialist</u> in all content areas. <u>Actions/Details</u> <u>ELL Specialist</u> -The academic coach conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs/Dept meetings to: --Facilitate lesson planning that embeds ELL strategies --Facilitate development, writing, selection of higher-order, text-dependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the planning for interventions and the intentional grouping of the students. -The academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using student date.</p>	<p>2.2 <u>Who</u> Administration <u>How-</u> -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>2.2. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs)</p>	<p>2.2 FAIR -CELLA -FCAT <u>During the Grading Period</u> Assessment and classwork grades.</p>
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		2.3	2.3. ELLs (LYA, LYB & LYC) reading comprehension will improve in Developmental Language using the FCIM model for each of the reading components on FCAT. <u>Action Steps</u> - The ELL Specialist will analyze the testing data to see which reading components are the weakest for each class. - The ELL Specialist will gather teaching materials for the areas of weaknesses. - The Developmental Language teacher will spend 10-15 minutes a day working on the same component for two weeks using the FCIM and “I do, we do, you do, you do” model. - The Developmental Language teacher/ELL Specialist will create an assessment for each component the students are studying.	2.3 <u>Who</u> -School based Administrators -ESOL Resource Teachers -Developmental Language Teacher <u>How</u> - The developmental language teacher will keep a log, as well as an Edline grade, of assessment result for each student.	2.3 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress. <u>ELL Specialist Level</u> ELL Specialist will meet with developmental language teacher to review assessment results.	2.3 -FAIR -CELLA <u>During the Grading Period</u> - Assessment grades
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	

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<p>E. Students scoring proficient/satisfactory performance in Writing.</p>	<p>2.1. - Students may transfer from another class and teacher may forget to look in Viewpoint to see the child's status. - ELL student from within the county may transfer, but ELL Specialist may not be notified by guidance.</p>	<p>2.1. Many teachers are not aware of who their ELL students are, what their language proficiency is, how long they have been in the country, what their native language is, and/or what country they are from. Action Steps - ELL Specialist will conduct a training during a faculty meeting to show teachers how they can locate this information on Viewpoint. - ELL Specialist will create a spreadsheet with the information above and list it in King Internal. - ELL Specialist will send this information (via email) to teachers when a new child is enrolled.</p>	<p>2.1 <u>Who</u> -School based administrators. -ELL Specialist <u>How</u> - Administrators will witness the presentations and view the information on King Internal. - ELL Specialist will email the administrator, as well, when new students are enrolled.</p>	<p>2.1. - Teachers will be able to better understand a student and their level of English and acculturation time. - Teachers will be able to better modify and accommodate assignments and assessments.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from <u>22%</u> to <u>25%</u>.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	22%					
		<p>2.2.</p> <p>-Teachers willingness to accept support from the coach.</p> <p>-Reaching each dept/plc in a timely fashion.</p>	<p>2.2.</p> <p><u>Strategy Across all Content Areas</u></p> <p><u>Strategy/Task</u></p> <p>Student achievement improves through <u>teachers' collaboration with the ELL Specialist</u> in all content areas.</p> <p><u>Actions/Details</u></p> <p><u>ELL Specialist</u></p> <p>-The academic coach conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p> <p>-The academic coach rotates through all subjects' PLCs/Dept meetings to:</p> <p>--Facilitate lesson planning that embeds ELL strategies</p> <p>--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-The academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using student data.</p>	<p>2.2.</p> <p><u>Who</u></p> <p>Administration</p> <p><u>How-</u></p> <p>-Review of coach's log</p> <p>-Review of coach's log of support to targeted teachers.</p> <p>-Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>2.2.</p> <p>-Tracking of coach's participation in PLCs.</p> <p>-Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs)</p>	<p>2.2.</p> <p>-CELLA</p> <p>-FCAT</p> <p><u>During the Grading Period</u></p> <p>Assessment and classwork grades.</p>
		2.3	2.3	2.3	2.3	2.3
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 Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<p>C. Students scoring proficient/satisfactory performance in Listening/ Speaking.</p>	<p>1.1. - Students may transfer from another class and teacher may forget to look in Viewpoint to see the child's status. - ELL student from within the county may transfer, but ELL Specialist may not be notified by guidance.</p>	<p>1.1. Many teachers are not aware of who their ELL students are, what their language proficiency is, how long they have been in the country, what their native language is, and/or what country they are from.</p> <p><u>Action Steps</u> - ELL Specialist will conduct a training during a faculty meeting to show teachers how they can locate this information on Viewpoint. - ELL Specialist will create a spreadsheet with the information above and list it in King Internal. - ELL Specialist will send this information (via email) to teachers when a new child is enrolled.</p>	<p>1.1. <u>Who</u> -School based administrators. -ELL Specialist</p> <p><u>How</u> - Administrators will witness the presentations and view the information on King Internal. - ELL Specialist will email the administrator, as well, when new students are enrolled.</p>	<p>1.1. - Teachers will be able to better understand a student and their level of English and acculturation time. - Teachers will be able to better modify and accommodate assignments and assessments.</p>	<p>1.1</p>	

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<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 47% to 52%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>47%</p>					

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		<p>1.2. -Teachers willingness to accept support from the coach. -Reaching each dept/plc in a timely fashion.</p>	<p>1.2. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the ELL Specialist</u> in all content areas. <u>Actions/Details</u> <u>ELL Specialist</u> -The academic coach conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs/Dept meetings to: --Facilitate lesson planning that embeds ELL strategies --Facilitate development, writing, selection of higher-order, text-dependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the planning for interventions and the intentional grouping of the students. -The academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using student data.</p>	<p>1.2. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>1.2. -Tracking of ELL Specialist participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs)</p>	<p>1.2. -CELLA <u>During the Grading Period</u> Assessment and classwork grades.</p>
		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	

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<p>D. Students scoring proficient/satisfactory performance in Reading.</p>	<p>2.1. - Students may transfer from another class and teacher may forget to look in Viewpoint to see the child's status. - ELL student from within the county may transfer, but ELL Specialist may not be notified by guidance.</p>	<p>2.1. Many teachers are not aware of who their ELL students are, what their language proficiency is, how long they have been in the country, what their native language is, and/or what country they are from. Action Steps - ELL Specialist will conduct a training during a faculty meeting to show teachers how they can locate this information on Viewpoint. - ELL Specialist will create a spreadsheet with the information above and list it in King Internal. - ELL Specialist will send this information (via email) to teachers when a new child is enrolled.</p>	<p>2.1. Who -School based administrators. -ELL Specialist How - Administrators will witness the presentations and view the information on King Internal. - ELL Specialist will email the administrator, as well, when new students are enrolled.</p>	<p>2.1. - Teachers will be able to better understand a student and their level of English and acculturation time. - Teachers will be able to better modify and accommodate assignments and assessments.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>9%</u> to <u>14%</u>.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>9%</p>					

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		<p>2.2. -Teachers willingness to accept support from the coach. -Reaching each dept/plc in a timely fashion.</p>	<p>2.2. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the ELL Specialist</u> in all content areas. <u>Actions/Details</u> <u>ELL Specialist</u> -The academic coach conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs/Dept meetings to: --Facilitate lesson planning that embeds ELL strategies --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the planning for interventions and the intentional grouping of the students. -The academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using student data.</p>	<p>2.2 <u>Who</u> Administration <u>How-</u> -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>2.2. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs)</p>	<p>2.2 FAIR -CELLA -FCAT <u>During the Grading Period</u> Assessment and classwork grades.</p>
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		2.3	<p>2.3. ELLs (LYA, LYB & LYC) reading comprehension will improve in Developmental Language using the FCIM model for each of the reading components on FCAT.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> - The ELL Specialist will analyze the testing data to see which reading components are the weakest for each class. - The ELL Specialist will gather teaching materials for the areas of weaknesses. - The Developmental Language teacher will spend 10-15 minutes a day working on the same component for two weeks using the FCIM and “I do, we do, you do, you do” model. - The Developmental Language teacher/ELL Specialist will create an assessment for each component the students are studying. 	<p>2.3</p> <p><u>Who</u></p> <ul style="list-style-type: none"> -School based Administrators -ESOL Resource Teachers -Developmental Language Teacher <p><u>How</u></p> <ul style="list-style-type: none"> - The developmental language teacher will keep a log, as well as an Edline grade, of assessment result for each student. 	<p>2.3</p> <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress. <p><u>ELL Specialist Level</u></p> <ul style="list-style-type: none"> ELL Specialist will meet with developmental language teacher to review assessment results. 	<p>2.3</p> <ul style="list-style-type: none"> -FAIR -CELLA <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> - Assessment grades
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	

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<p>E. Students scoring proficient/satisfactory performance in Writing.</p>	<p>2.1. - Students may transfer from another class and teacher may forget to look in Viewpoint to see the child's status. - ELL student from within the county may transfer, but ELL Specialist may not be notified by guidance.</p>	<p>2.1. Many teachers are not aware of who their ELL students are, what their language proficiency is, how long they have been in the country, what their native language is, and/or what country they are from. Action Steps - ELL Specialist will conduct a training during a faculty meeting to show teachers how they can locate this information on Viewpoint. - ELL Specialist will create a spreadsheet with the information above and list it in King Internal. - ELL Specialist will send this information (via email) to teachers when a new child is enrolled.</p>	<p>2.1 <u>Who</u> -School based administrators. -ELL Specialist <u>How</u> - Administrators will witness the presentations and view the information on King Internal. - ELL Specialist will email the administrator, as well, when new students are enrolled.</p>	<p>2.1. - Teachers will be able to better understand a student and their level of English and acculturation time. - Teachers will be able to better modify and accommodate assignments and assessments.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from <u>22%</u> to <u>27%</u>.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	22%					
		<p>2.2.</p> <p>-Teachers willingness to accept support from the coach.</p> <p>-Reaching each dept/plc in a timely fashion.</p>	<p>2.2.</p> <p><u>Strategy Across all Content Areas</u></p> <p><u>Strategy/Task</u></p> <p>Student achievement improves through <u>teachers' collaboration with the ELL Specialist</u> in all content areas.</p> <p><u>Actions/Details</u></p> <p><u>ELL Specialist</u></p> <p>-The academic coach conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p> <p>-The academic coach rotates through all subjects' PLCs/Dept meetings to:</p> <p>--Facilitate lesson planning that embeds ELL strategies</p> <p>--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-The academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using student date.</p>	<p>2.2.</p> <p><u>Who</u></p> <p>Administration</p> <p><u>How-</u></p> <p>-Review of coach's log</p> <p>-Review of coach's log of support to targeted teachers.</p> <p>-Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>2.2.</p> <p>-Tracking of coach's participation in PLCs.</p> <p>-Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs)</p>	<p>2.2.</p> <p>-CELLA</p> <p>-FCAT</p> <p><u>During the Grading Period</u></p> <p>Assessment and classwork grades.</p>
		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		

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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>F.1. Strategy ESE student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of ESE review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP strategies and modifications into lessons.</p>	<p>F.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC</p>	<p>F.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal.</p>	<p>F.1. During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ESE performance</p>		
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Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of ESE students taking the 2013 FAA MATH scoring proficient/satisfactory will increase from 91% to 93%							
	91 %	93%					

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		<p>F.2. Improving the proficiency of ESE in our school is of high priority. -Teachers need support in drilling down their core assessments to the ESE level. -General educational teacher and ESE</p>	<p>F.2. <u>Strategy/Task</u> ESE student achievement improves through <u>teachers' implementation of the Plan-Do-Check-Act model</u> in order to plan/ carry out lessons/ assessments with appropriate strategies and modifications. <u>Actions</u> <i>Plan</i> For an upcoming unit of instruction determine the following: -What do we want our ESE to learn by the end of the unit? -What are standards that our ESE need to learn? -How will we assess these skills/standards for our ESE? -What does mastery look like? -What is the SMART goal for this unit of instruction for our ESE? <i>Plan for the "Do"</i> What do teachers need to do in order to meet the ESE SMART goal? -What resources do we need? -How will the</p>	<p>F.2. <u>Who</u> -School based Administrators -PLC Facilitators <u>How</u> PLC logs (with specific ESE information) for like courses/ grades.</p>	<p>F.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ESE SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ESE SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the ESE SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares ESE SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>F.2. FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ESE performance</p>	
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		<p>lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our ESE? -What teaching strategies/best practices will we use to help ESE learn? -Specifically how will we implement the _____strategy during the lesson? -What are teachers going to do during the lesson for ESE? -What are ESE going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work during the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their ESE students: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn’t work within the lesson? Why? What are we going to do next?</p>				
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		<p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data</p> <p>Discuss one or more of the following:</p> <p>-What is the ESE data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are ESE students not learning? Why is this occurring?</p>				
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			<p>-Which ESE students are learning?</p> <p>Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about ESE not learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual ESE or small groups)? - How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?</p>				
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1. SEE Goal F	G.1.	G.1.	G.1.		

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Mathematics Goal G: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		

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<p>H. Students scoring in the middle or upper third (proficient) in Geometry.</p>	<p>1.1.COMPUTER ACCESS The Geometry EOC is a computer-based assessment. Our computer access is very limited, primarily because labs are already in use for other assessments and for six daily classes of students who are preparing for retaking the Algebra EOC.</p>	<p>1.1. COMPUTER ACCESS Problems will be presented in computer simulation activities to help students become familiar and comfortable with the way things look on the screen. Whenever possible (anticipated to be two to three times per quarter) students will actually work on Florida DOE-created questions presented online to experience the nature of Geometry EOC questions. In addition, students will be encouraged to access the state preparation materials from home or library in order to engage in more practice.</p>	<p>1.1. WHO -Individual Teachers will assess, reflect, report, in PLC's and to Department Head, who actually meets with the geometry PLC then reteach as needed -PLC -APC -Principal HOW -Based on assessments, teachers will reteach using FCIM problems created for specific benchmarks; reteaching will work on a two-week cycle -Monitor each grading period, 1st, 2nd, and 3rd</p>	<p>1.1 TEACHER LEVEL -Teachers utilize FCIM models, specifically daily problem practice followed by 5-question assessment PLC/DEPARTMENT LEVEL PLC's plan order of FCIM's based on assessment scores LEADERSHIP TEAM LEVEL Department Head will monitor and report data to APC and to district math supervisor GRADING PERIOD CHECKS Review formative data, assemble FCIM schedule; these results will spiral for future assessments.</p>	<p>1.1. 3 FORMATIVE ASSESSMENTS -Measure skills and concepts expected as of assessment date DURING GRADING PERIOD Biweekly FCIM assessments as well as quick checks in class daily, regular class quizzes (at least 2 per week) and tests (at least 3 per grading period)</p>		
<p><u>Geometry Goal H:</u> The primary King High School goal for performance on the Geometry EOC is that at least 60% of the students will score in the middle or upper third (proficient).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>54%</p>	<p>60%</p>					

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		<p>1.2.READING SKILLS Geometry EOC questions are presented at a level that is rigorous, and most questions require a significant amount of reading for details and for determining what the question actually asks.</p>	<p>1.2.READING SKILLS All students in geometry and geometry honors classes will engage in guided reading every day with the goal of identifying key words and phrases in problems that will lead the student to the necessary solution strategies. Repeated practice on this skill is essential.</p>	<p>1.2.Emphasize in each PLC meeting the importance of daily guided reading and review upcoming FCIM problems for the purpose of sharing strategies that will strengthen the reading of these benchmark models</p>	1.2.Same as 1.1	1.2.Same as 1.1	
		<p>1.3.ACCESSING TUTORING HELP Students who struggle with math, especially in geometry because of its spatial perception emphasis, really benefit from one-on-one guidance. Scheduling this help during or after school is hindered due to factors such as transportation, parent support, and the need for student realization of the importance of tutoring.</p>	<p>1.3.ACCESSING TUTORING HELP Teachers of these students have made a commitment to contact parents to communicate the tutoring help that is available during lunch and after school and to encourage their students' participation. Teachers will call parents as soon as students encounter difficulties with content. They will also call parents on the fourth day of absence either consecutive or in a nine-weeks, recognizing that not being in class seriously hinders a student's ability to be successful. All students will be encouraged to attend ELP or individual teacher after-school or lunch-time tutoring whenever they encounter difficulties with a concept.</p>	<p>1.3.Review in each PLC meeting those students and parents whom each teacher has contacted and those who are taking advantage of tutoring</p>	1.3.Same as 1.1	1.3.Same as 1.1	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	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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<p>I. Students scoring in the upper third on Geometry.</p>	<p>2.1. Tutoring resources – Students who have greater potential will benefit most from individual tutoring to strengthen their skills.</p>	<p>2.1. USF Tutors – Match the four USF tutor/mentors with eight algebra 1 students who have shown added potential. The tutors will work with these eight students once a week to take their geometry skills to a higher level.</p>	<p>2.1. Department Head and Tutor Coordinator will provide lesson content and monitor weekly.</p>	<p>2.1. Students will be assessed during each weekly session for mastery at that point.</p>	<p>2.1. Students will be assessed on computer-based FCIM's and on teacher-created materials that are part of algebra honors curriculum.</p>		
<p>Geometry Goal I: The percentage of students scoring in the upper third on the 2013 Geometry End-of-Course exam will increase from 26% to 38%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26%</p>	<p>38%</p>					

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	<p>2.2. Reading level – The students with higher potential have demonstrated a facility with mathematical concepts, but they often make errors because they have difficulty comprehending the reading portion of math problems.</p> <p>2.3 Computer access – Students will need additional computer practice to be highly successful on the computer-based test.</p>	<p>2.2. Reading emphasis – The tutors will put special emphasis on the tools of effective reading, including selective underlining and the mathematical meaning of such terms as “increased by” and other terms that sometimes confuse students.</p>	2.2.Same as 2.1	2.2.Same as 2.1	2.2.Same as 2.1	2.2.Same as 2.1	
		<p>2.3Computer access – Students will work with the tutors in a computer lab.</p>	2.3Same as 2.1	2.3Same as 2.1	2.3Same as 2.1	2.3Same as 2.1	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

<p>Elementary, Middle and High Science Goals</p>	<p>Problem-Solving Process to Increase Student</p>						
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	Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
Science Goal J: See Biology end of course goals for High School	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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)).

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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		

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<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	<p>1.1. -Not all teachers of the same course give the same common teacher-made assessments at the end of the instructional cycle. -Lack of common planning time to discuss best practices before the unit of instruction -Lack of common planning time to identify and analyze core curriculum assessments -Lack of planning time to analyze data to identify best practices. Need continued training to implement effective PLCs. -Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.1. The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through participation in the 5E lesson plan model. Action Steps: *Teachers will attend district science training and share 5E Lesson Instructional Model information with their PLCs. *Teachers who have been previously trained will receive a refresher training from the district that provides more examples on how to implement the 5E model. *As a Professional Development activity in their PLCs, teachers will rewrite Best Practices lesson plans into 5E lesson plans. *PLC teachers instruct students using the 5E lesson plans. *Teachers will attend district-provided training on the Development of Inquiry Lessons.</p>	<p>1.1. <u>Who</u> -Principal - Assistant Principal -Science Department Chair -Peer/ Mentor Evaluators -Classroom teachers <u>How</u> -PLC logs turned into administration Administration provides feedback -Evidence of strategy in teachers' lesson plans seen during administration walk through -EET formal evaluations -EET pop-ins (admin and peer/mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (admin and Peer/Mentor) -school-based informal walk through form which includes the school's SIP strategies</p>	<p>1.1. -District Baseline and Mid-Year Testing -Formative tests -Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) - District Mini Assessments</p>	<p>1.1. Kagan strategies used extensively. *Students will form questions that will appear on administered tests. *Students grouped according to Kagan strategies L-M, M-H for peer support. *Informal assessments by individual whiteboards and group strategies *Students may be asked to print Edline reports weekly for accountability reflecting work submitted AVID strategies that are suggested include: *Students may also be asked to submit their subject notebooks to ensure accounting for work *Students are asked to write the daily objective in a continuous notebook</p>		
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		*At the end of each unit, teachers give a common assessment (Unit Mini Assessment) provided by the district as identified from the core curriculum materials. PLCs record their work in the PLC logs.					
Biology Goal K: 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%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	67%	70%					

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		<p>1.2. - Teachers at varying skill levels with the FCIM model. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data</p>	<p>1.2. The purpose of this strategy is to strengthen the core curriculum. Students' understanding of the nature of science and scientific inquiry will improve through the use of appropriate hands-on instructional, scientific and laboratory technology (Gizmos, Probeware, digital microscopy) Action Steps: *Every attempt will be made to incorporate to include science technology (such as Gizmos, Probeware, etc.) as a tool of inquiry in the science classroom for in all lesson plans. *Teachers who have not yet been trained in Gizmos will attend the district-offered training and have their accounts set up with ExploreLearning. *Teachers who have not yet been trained on the use of Probeware will receive training from the district. *Teachers use technology such as Gizmos and Probeware in their classrooms on a regular basis.</p>	<p>1.2. Who -Principal -AP -Science Department Chair -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.2. Biology (model for other PLCs) -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their mini assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards 80% mastery of skills. -Teachers chart the progress of each class noting outlying individual students and implementing intervention steps to include student logs with student-teacher contact, parent-teacher contact, and team intervention where necessary. PLC Level -Using the individual teacher data, PLCs calculate the 80% mastery data across all classes/courses for each mini assessment. - For each mini assessment, Biology PLC charts its overall progress towards the SMART Goal.</p>	<p>1.2. -Benchmark mini assessments, dissemination, and evaluation for specific standards to identify opportunities for FCIM reteach</p>	
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					<p>-After each assessment, PLCs will ask the following questions:</p> <ol style="list-style-type: none"> 1. Are there skills that need to be re-taught in a whole lesson to the entire class? 2. Are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique? 3. Are there skills that need to be re-taught to targeted students? 4. How do we report and share our results with the Leadership Team? 	
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		<p>1.3. -Teachers are at varying skill levels in the use of vocabulary acquisition strategies</p>	<p>1.3. Teachers will implement vocabulary acquisition strategies to raise students' cognitive complexity to a level 2 and up.</p> <p>Action Steps: *Teachers will work with students to identify and address vocabulary deficiencies. *Teachers will promote the use of flash cards as a tool of vocabulary acquisition. *Teachers will use reading strategies such as prefixes, suffixes, word origin, in-class readings to enhance literacy. Student-generated Word Walls will help to strengthen vocabulary acquisition.</p>	<p>1.3. <u>Who</u> -Principal -AP -Science Department Chair -Peer and Mentor Evaluators</p> <p><u>How</u> -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery.</p> <p><u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons.</p>	<p>1.3. District Baseline and Mid-Year Testing Formative tests Semester Exams Mini assessments</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) -Common teacher-developed Science Investigation Rubric</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>L. Students scoring in upper third in Biology.</p>	<p>2.1. - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons reflective of the EOC</p>	<p>2.1. This strategy is designed to increase the level of student engagement by inquiry-based activities to teach the benchmarks and to elevate the first and second tiers, respectively. Action Steps: *PLCs will develop a template for writing inquiry-based lessons. *As a Professional Development activity in their PLCs, Biology teachers will rewrite best practices lesson plans into inquiry-based activities for experiential learning *PLC teachers instruct students using inquiry-based learning activities.</p>	<p>2.1. <u>Who</u> -Principal -AP -Science Coach -Science Department Chair -Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. <u>1st Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers <u>2nd Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers <u>3rd Grading Period Check</u> -Science Department Chair</p>	<p>2.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Biology mini assessment and EOC data collected, reviewed, and disseminated. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. <u>1st Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers</p>	<p>2.1. <u>2x per year</u> District Baseline and Mid-Year Testing Mini assessments Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) Lab Books Science Investigation Rubric Test/quiz for each inquiry-based lesson</p>		
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			-Peer and Mentor Evaluators -Classroom teachers	<u>2nd Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers			
				<u>3rd Grading Period Check</u> -Science Department Chair -Peer and Mentor Evaluators -Classroom teachers			
<u>Biology Goal L:</u> The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 45% to 48%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	45%	48%					

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		<p>2.2. Consistent teacher "buy-in" and potential discouragement from teachers with students consistently performing below that of the group. Critical that the group need be wholly supportive.</p>	<p>2.2. The purpose of this strategy is to offer students an intensified instructional experience or an enrichment experience based on their performance band data. Action Steps: -Teachers within the PLC will identify anchor lessons for each benchmark that can be developed for intensive instruction and a companion lesson that can be taught as an enrichment activity. -Teachers divide their students into two ability groups. -One teacher will develop and present the benchmark lesson as an intensive instruction to the less proficient students while the other teacher develops and presents the enrichment lesson to the more proficient students Teachers must rotate the responsibility for the enrichment and intensive lesson</p>	<p>2.2. <u>Who</u> -Principal -AP -Science Coach -Science Department Chair <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. <u>1st Grading Period Check</u> -Science Department Chair -Classroom teachers <u>2nd Grading Period Check</u> -Science Department Chair -Classroom teachers <u>3rd Grading Period Check</u> -Science Department Chair -Classroom teachers</p>	<p>2.2. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons.</p>	<p>2.2. <u>2x per year</u> District Baseline and Mid-Year Testing Mini assessments (multiple) Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) Lab Books Science Investigation Rubric Test/quiz for each inquiry-based lesson</p>	
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		<p>2.3 Student's awareness that ELP exists. Placing a "value" on their time spent in an alternate setting- in particular with the already higher performing students.</p>	<p>2.3 The purpose of this strategy is to decrease the dependence of the biology EOC tier 3 one-on-one intervention activities on the Extended Learning Program (ELP) process.</p> <p>Action Steps: -Teachers will identify highly proficient students based on student reports from Biology Formative 2 and mini-assessments. -Teachers will identify least proficient students based on student reports from Biology Formative 2 and mini-assessments. Teachers will conduct an individual data chat with these students -Teachers will develop or select instructional materials that can be used in two-student groups. Teachers will assign most proficient students to provide one-on-one (tier 3) learning with least proficient students using remediation tools</p>	<p>2.3 -Science Department Chair -Classroom teachers</p>	<p>2.3 Department data and attendance reports to follow the students with our ELP programs.</p>	<p>2.3 <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p>Mini assessments (multiple)</p> <p>Semester Exams</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>	
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NEW Writing Florida Alternate Assessment Goal

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

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M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
<u>Writing Goal M:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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				
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>STEM Goal #1:</p> <p>Every student enrolled in a mathematics or science course at King High School will participate in a minimum of one activity per quarter that demonstrates the coordination and inter-relationship between science and math. Of these four cross-curricular activities, at least two should provide an application connection to a field of engineering (any branch, such as chemical or mechanical). Teachers will use these applications as an opportunity to give students a brief introduction to engineering as a career possibility. Activities may include something as simple as practice problems for a unit of study that are based on an engineering application or more ambitious activities, such as individual or group projects or class discovery explorations. Teachers and students should use appropriate technology wherever feasible (for example, scientific or graphing calculators for any activity, a computer-based design for a project, such as desk-top publishing or an Excel document).</p>	<p>1.1. Because all staff members face the challenge of many initiatives that we are pursuing to help to increase student performance, there may be a reluctance to embrace “one more”.</p>	<p>1.1. The goal needs to be presented in such a positive and supportive way as to make all math and science staff members WANT to buy-in. By emphasizing the fact that much of what we already teach introduces the math science connection and often uses engineering examples, we can help teachers to do more of what they are already doing successfully in terms of helping students to understand the connection.</p>	<p>1.1. The goal will be discussed and planned in PLCs. PLCs and their leaders will do the most immediate monitoring and will, in addition, report to the department heads, who will report to the APC</p>	<p>1.1. Evaluation will be completed by documenting the details of each activity, including date and description.</p>	<p>1.1. Student evaluation will be based on the fact that student participated in specific activities</p>
	<p>1.2. Availability of technology</p>	<p>1.2. PLCs and department heads will help to “share” available technology.</p>	<p>1.2. Same as 1.1</p>	<p>1.2. Same as 1.1</p>	<p>1.2. Same as 1.1</p>
	<p>1.3. Creation of materials</p>	<p>1.3. Within PLCs, teachers will identify materials they already have that fulfill this goal. In addition, where possible we will have guest speakers who are engineers and who will emphasize the math-science connection, both in their training and in their current work</p>	<p>1.3. Same as 1.1</p>	<p>1.3. Same as 1.1</p>	<p>1.3. Same as 1.1</p>

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning</p>									
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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math-Science connection activities and projects	All math and science classes	Each science and math PLC	All science and math teachers	Regular PLC monthly (or more) meetings	Documentation of activity plans in minutes/records of PLC meetings	PLC leaders

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>CTE Goal #1:</u> Increase the number of students who pass an Industry Certification exam.	1.1. Computer equipment/ software failure	1.1. Curriculum and Practice of exam prep.	1.1. CTE teacher	1.1. Analyze the data of students who sit for Industry Certification exams	1.1. Passing scores on Industry Certification exams.
	1.2.	1.2.	1.2.	1.2.	1.2.

	1.3.	1.3.	1.3.	1.3.	1.3.
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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Passing Ind. Cert exams	9-12	Business Dept. head	CTE teachers	Jan2-13 and June 2013	Ind Cert exam results	Business Dept Head

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.*

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.

X Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 4	Teacher mini grants	\$ 4,500.00	
Graduation Goal	Senior Night	\$ 500.00	

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Final Amount Spent			
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