

Florida Department of Education

Differentiated Accountability



School Improvement Plan (SIP) Form SIP-1

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I

School Information

School Name: D.W. Waters Career Center	District Name: Hillsborough
Principal: Veronica Knight Morgan	Superintendent: MaryEllen Elia
SAC Chair: Chad Wilson (Interim Chair)	Date of School Board Approval: Pending School Board Approval

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Veronica Knight Morgan	B.A., M.A.	12	15	n/a
Assistant Principal	Glen Stewart	B.A., M. Ed., J.D.	6	18	n/a

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site. Include two years of data. Add more rows if needed.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
--------------	------	-----------------------------	-----------------------------------	---	---

Reading	Sladky, Deseiree	EdS – Reading MA – Labrary/ Information Science BA – English Reading Endorsement Media Specialist Certification	2	7	05/06 – C; AYP 79% 06/07 – C; AYP 74% 07/08 – C; AYP 74% 08/09 – C; AYP 72% 09/10 – C; AYP 69% 10/11 – C; AYP 72% 11/12 – No Grade

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		
2. MAP	Supervisor of Teacher Recruitment		
3. Performance Pay	General Director of Federal Programs		

4. Partnering new teachers with veteran staff	Assistant Principal	On-going	
---	---------------------	----------	--

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified. Add more rows if needed.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mary Taylor-Medina	ESE, English, Social Studies, ESOL	Reading	PDS/Reading Coach

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*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
23 (Waters Career Center)	14% (2)	13% (3)	34% (10)	39% (10)	65% (15)		9% (2)	0% (0)	21% (5)

4 (Teen Parent West)	0% (0)	25% (1)	25% (1)	50% (2)	50% (2)		50% (2)	0% (0)	4% (1)
27 (Total)	14% (2)	14% (4)	40% (11)	40% (12)	62% (17)		15%(4)	0% (0)	22% (6)

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
Mary Taylor-Medina	Mushinsky, Sandre	New to the School	Meetings, computer activities, grading policies
Clistell Fields	Lisa Butler-Brooks	New to the School	Meetings, computer activities, grading policies
Marshall Schroeder	Chew, Roland	New to the School	School Policies

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RtI Leadership Team. <ol style="list-style-type: none"> 1. Veronica Knight Morgan, Principal 2. Glen Stewart, APC 3. Deeba Ternikar, School Psychologist 4. Barbara Meshna, Guidance Counselor 5. Marshall Schroeder, Guidance Counselor 6. Desiree Sladky, Reading Coach 7. Roland Chew, Social Worker 8. Alicia Edwards, Program Advisor 9. Jason Gordon, Teacher

Describe the role of the school-based RtI 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 Problem Solving Team, along with the faculty and SAC, were involved in the development of the School Improvement Plan. The School Improvement Plan is the document that guides the work of the Problem Solving Team. The large part of the work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.

Since one of the main tasks of the Problem Solving Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

RtI Implementation

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

Academic teachers are responsible for maintaining TABE pre, interim, and post assessments. The school administrators compile the data pertaining to behavior and classroom management.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Chairperson

Veronica Knight Morgan, principal

Co-Chairperson

Barbara Meshna, guidance counselor

Members

Glen Stewart, assistant principal

Desiree Sladkey, reading coach

Chad Wilson, teacher

Mary Taylor-Medina, ESE Teacher

Denise Ford, teacher

Suzanne Gainer, teacher

Laviae Mack-Jordan, teacher

John Ray, teacher

Wayne Peltz, teacher

Marshall Schroeder, guidance counselor

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

The LLT creates a plan of action for the school which is research based and includes the following:

- 1. Investigating an area of concern**
- 2. Studying and planning the course of action**
- 3. Implementing the course of action**
- 4. Determining effectiveness of the course of action**
- 5. Reflecting on the process**

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

The LLT will provide a summary of the accomplishments for the year as a result of the school LLT's guidance and support, which is research based and data driven, and includes the following:

- 1. Promoting a culture of school literacy**
- 2. Professional Development**
- 3. Data Analysis**
- 4. Student Achievement**

***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.

**2012 – 2013 SCHOOL IMPROVEMENT PLAN
PART II: EXPECTED IMPROVEMENTS**

Academic Goals

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

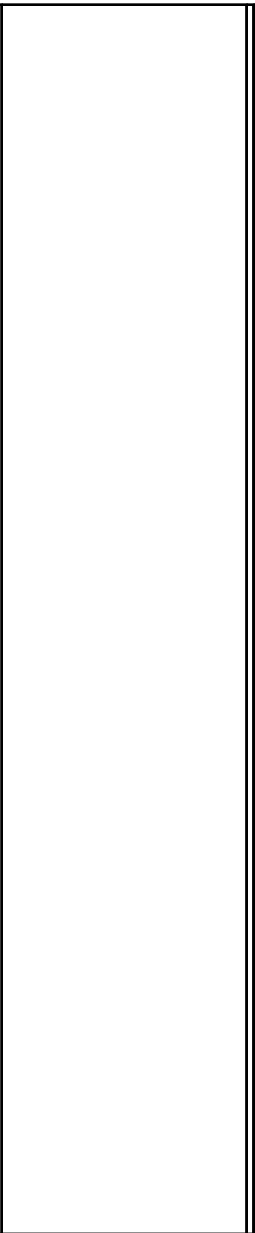
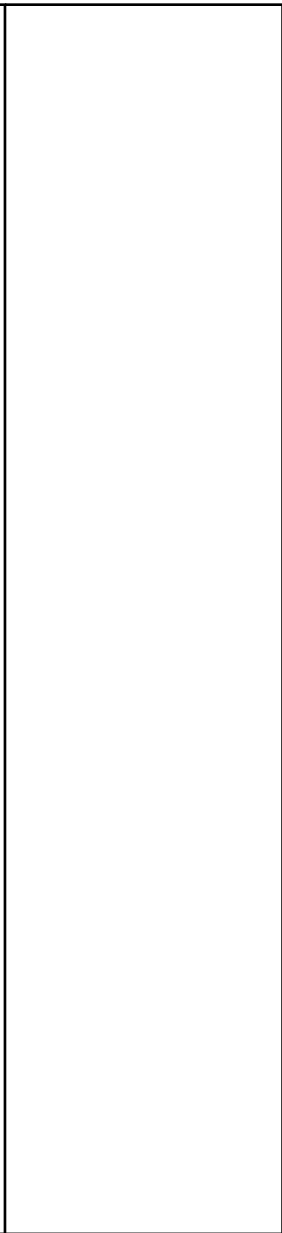
Academic GOALS	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool	

<p><u>Reading Goal #1: Based on the TABE Reading average level</u></p>	<p>1.1. Lack of student motivation</p>	<p>1.1. Strategy Teachers will collect and create a school-wide bank of materials.</p> <p><u>Action Steps</u></p> <p>1. Divide entire Faculty into Reading PLCs to have a better concentration of Reading Skills.</p> <p>2. Allow present students to talk to incoming students about educational experiences while attending Waters.</p> <p>3. Bring in materials relevant to student's everyday life (i.e., Driver's License handbooks, bank, and job applications, etc.)</p>	<p>1.1. <u>Who</u> Classroom teacher</p> <p><u>How</u> Recruit speakers</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.1. Pre & Post Surveys</p> <p>First Semester</p> <p>Second Semester</p>	<p>1.1. <u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>
--	---	---	--	---	--

During the 2012 - 2013 school year, the average level on the Reading TABE from the September administration was 5.8 Mean Grade Equivalent.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*



--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

	5.8 Mean Grade Equivalent on the TABE	Increase of one (1) Mean Grade Equivalent on the TABE				

		<p>1.2 Lack of relationships within the classroom</p>	<p>1.2 Strategy Create a positive classroom environment.</p> <p><u>Action Steps</u> 1. Collect and create a school-wide bank of materials in P: Drive that is accessible by all teachers.</p> <p>2. Technology in the Classroom (March 2 Success and Free Rice).</p>	<p>1.2. <u>Who</u> Teacher / Tech Support Staff</p> <p><u>How</u> Facilitate sharing groups</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.2. Monitor and make materials appropriate to fit students interests and reading levels.</p> <p><u>First Semester</u></p> <p><u>Second Semester</u></p>	<p>2</p>
--	--	--	--	--	--	----------

	<p>1.3 All teachers who lack knowledge of formal reading strategies</p>	<p>1.3 Strategy Teach reading strategies in all classrooms.</p> <p>Teaching writing strategies to teachers.</p> <p><u>Action Steps</u> 1. Create school-wide bank of current materials/strategies.</p> <p>2. Work on content area and chunking.</p> <p>3. Technology in the classroom.</p> <p>1.4 Test Taking Writing</p> <p>1.4 Strategy 1. Increase time for daily reading and processing information</p> <p>1.5 - Not all teachers plan for higher order questions prior to teaching the reading lesson. - Not all teachers know how to ask higher order/open-ended reading questions during instruction. - Not all teachers are able to attend trainings.</p>	<p>1.3 <u>Who</u> Reading Coach</p> <p><u>How</u> Teacher Training</p> <p>1.4 <u>Who</u> Reading Coach</p> <p><u>How</u> Teacher Training</p> <p>1.5 <u>Who</u> - Principal - AP - Supervisors - Teachers</p> <p>1.5 Strategy Students' comprehension of reading course content/standards increases through participation</p>	<p>1.3 <u>First Semester</u></p> <p><u>Second Semester</u></p> <p>1.4 <u>First Semester</u></p> <p><u>Second Semester</u></p> <p>1.5 - 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</p>	<p>1.3 <u>First Semester</u></p> <p><u>Second Semester</u></p> <p>1.4 <u>First Semester</u></p> <p><u>Second Semester</u></p> <p>1.5 - 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</p>
--	---	---	---	--	--

	<p>- Not all teachers involve students in leading discussions.</p>	<p>in higher order thinking questioning techniques to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/ prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.</p> <p><u>Action Steps:</u> 1. Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the reading classroom. 2. Teachers design higher order questions to increase rigor in lessons plans and promote student accountable talk. 3. Teachers plan and write for</p>	<p>1.6 Who: -Principal -AP -Teachers</p>	<p>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>Pre & Post Surveys</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p> <p>1.6</p> <p>Pre & Post Surveys</p>
--	--	--	---	--

		<p>higher order questions in upcoming lessons.</p> <p>1.6 <u>Strategy:</u> Students' comprehension of reading course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of <u>student engagement</u> is revealed through teacher analysis of students' level of engagement during a coherent well-designed reading lesson.</p> <p><u>Action Steps:</u> 1. Teachers attend school-based professional development activities on engagement and apply those strategies in the reading classroom. 2. Teachers discuss best practices for student engagement.</p>		<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	D a t a b a s e d C o m m o n a s s e s s m e n t
--	--	--	--	--	---

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

--	--	--	--	--	--	--

	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool	
Math Goal #2A: Based on the TABE Math average level.	2.1. Lack of funds for newsletters to be sent home	2.1 Strategy Make sure that students know the importance of TABE. <u>Action Steps.</u> 1. Include TABE importance in newsletters that are mailed home. 2. Include TABE importance in morning announcements. 3. All teachers will stress the importance of TABE during class. 4. Include newsletters to family via email and notification via Edline.	2.1. <u>Who</u> Teachers Counselors <u>How</u> Classroom Instruction <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u> Administration and teachers	2.1. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u> Via Edline or parental email reply.	2.1. <u>2-3x Per Year</u> <u>During Nine Weeks</u> Twice yearly, within a week of newsletter submitted.	

During the 2012 - 2013 school year, the average level on the Math TABE from the September administration was 4.5 Mean Grade Equivalent.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

--

--

--

--

--

--

	4.5 Mean Grade Equivalent on the TABE	Increase of one (1) Mean Grade Equivalent on the TABE				

		<p>2.2. Lack of student motivation</p> <p>Lack of parental support</p>	<p>2.2. Strategy Tie TABE performance to GED requirements</p> <p><u>Action Steps</u> 1. Make sure that students know that they must score at a required level before being allowed to take the GED.</p> <p>Incorporate TABE activities during TAP via hard copy of CCTV (Internet) – the specific SIP group will be responsible for the materials on the subjects.</p> <p>2.3 Lack of student motivation for engagement in math lesson.</p> <p>Lack of business partners for acquisition of incentives for prizes (BOGO coupons)</p>	<p>2.2. <u>Who</u> GED Instructor Counselors</p> <p><u>How</u> Classroom Instruction</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p> <p>Homeroom teachers</p> <p>2.3 <u>Who</u> Classroom teacher</p> <p><u>How</u> Recruit speakers</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p> <p>Strategy Teachers will collect and create a school-wide bank of materials.</p> <p><u>Action Steps</u></p>	<p>2.2.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p> <p>Student participation in the TABE activities</p> <p>2.3 Pre & Post Surveys</p> <p>First Semester</p> <p><u>Second Semester</u></p>
--	--	--	---	---	--

			<ol style="list-style-type: none">1. Divide entire Faculty into Math PLCs to have a better concentration of Reading Skills.2. Work on content area.3. Technology in the classroom.			
--	--	--	--	--	--	--

		<p>2.4</p> <ul style="list-style-type: none"> - Not all teachers plan for higher order questions prior to teaching the math lesson. - Not all teachers know how to ask higher order/open-ended math questions during instruction. - Not all teachers are able to attend trainings. - Not all teachers involve students in leading discussions. <p>2.5 Lack of student motivation for engagement in math lesson.</p>				

<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p> <p>Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p><u>Mathematics Goal 2B</u></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>	

<p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>15%</u> to <u>24%</u>.</p> <p><u>Career Goal #3:</u></p>	<p><u>2012 Current Level Of Performance:</u></p> <p>15%</p> <p>PLSs struggle with how to structure curriculum and data analysis discussion to deepen their learning..</p> <p>3.1. Lack of funds for field trips</p>	<p><u>2013 Expected Level Of Performance:</u></p> <p>24%</p> <p>Strategy Students' math achievement improves through teachers working collaboratively to focus on student learning.</p> <p>Action /Details This year, the like-course PLCs will generate/identify assessments prior to teaching remedial skills.</p> <p>3.1. Strategy: Students will attend off-campus, career-specific field trips.</p> <p><u>Action Steps</u> 1. Form a career and technology advisory committee to bring in community input to provide students with mentoring, leadership, modeling, and support.</p>	<p>Who -Principal -AP -PLCs facilitators of like courses</p> <p>How PLCs turn their logs into to administration -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings.</p>	<p>School has a system for PLCs to record and report during the grading period.</p>	<p><u>2x per year</u> District Baseline and mid-Year Testing</p> <p><u>Semester Exams During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>
---	---	--	---	---	---

		<p>2. The vocational teacher will plan and implement field trips specific to the occupational field of their particular careers.</p> <p>3. The vocational teacher will encourage attendance on field trips by including participation as a part of the student's overall grade.</p>				
<p>During the 2011-2012 school year, the percentage of eligible for graduation students who had completed at least 3 courses in their program of study was the following:</p> <p>Baking - Pastry: 18% Landscaping: 15% Allied Health: 39 % Multimedia: 10% Digital Design: 7%</p> <p>During the 2012-2013 school year, the percentage of eligible for graduation students who will complete at least 3 courses in their program of study will be the following:</p> <p>Baking - Pastry: 20% Landscaping: 17% Allied Health: 41 % Multimedia: 12% Digital Design: 9%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				

--	--	--	--	--	--	--

		<p>3.2. Lack of school personnel for follow-up home visits</p> <p>Lack of business partners to provide incentives for good attendance</p>	<p>3.2. Strategy: Teachers will work to increase attendance of students in each career field.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. The vocational teacher will report students with 2 consecutive absences to the guidance counselor. 2. The guidance counselor will call parents of students reported by vocational teachers. 3. School personnel will visit the home of any student whose parent/guardian cannot be reached by phone. 4. An attendance celebration will be held every two weeks for those students with perfect attendance. 5. The names of those students who have perfect 	<p>3.2. <u>Who</u> Guidance counselors</p> <p><u>How</u> Teacher and system reports</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>		5B.3.
--	--	---	--	--	--	-------

			attendance for the nine weeks will be placed in a drawing to win a prize.			
--	--	--	---	--	--	--

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
Reading	11/12		Reading Leadership Team	Early Release Days (1 hr.)	Classroom Observations Pop-ins	Principal Assistant Principal Reading Coach
Mathematics	11/12	John Ray	Academic Research Teachers	Early Release Days (1 hr.)	Classroom Observations Pop-ins	Principal Assistant Principal

Academic Budget

Include ELP, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from			
--	--	--	--

District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring, GED & A+ Software	Computers	ELP	\$7,000.00
Academic Incentives	SAC funds	HCPS	\$150.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
A+ Software	District Supervisor	Hillsborough Education Foundation	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Academic Goals

Engagement 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?	Evaluation Tool		
1. Attendance <u>Attendance Goal #1:</u>	1.1. Lack of correct information on emergency cards, including correct home address Autodial fails to operate properly Lack of parental involvement or contact	1.1. Parents will be notified by district’s autodial phone system when student is absent from school. Teachers will call student’s home after 3rd unexcused absence during each grading period. School personnel will visit home of students whose parent/guardian cannot be reached on the telephone.	1.1. Attendance committee through information obtained from teachers, guidance counselors, and the SDHC system.	1.1. Improved attendance rate	1.1. Attendance rate obtained from SDHC system		
The attendance rate for 2011-2012 was 80%. For the 2012-2013 school year, the attendance rate will be increased by 5%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					

	89%	92%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	19	102					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	18	140					
		1.2. Having a committed person to keep the “Wall of Fame” updated Incorrect attendance information 1.3 Lack of staff to determine attendance/ tardies/ISS/ OSS.	1.2 Create “Attendance Wall of Fame” on second floor of school building. 1.3 “Perfect Attendance Incentive” for students to earn the privilege of wearing jeans on Friday, if perfect attendance during the week.	1.2. Attendance Committee 1.3 - Attendance Committee - Teachers	1.2. Comparison from month to month for improved attendance rate and the number of names posted 1.3 - Improved attendance rate - Increased achievement scores	1.2. Attendance rate obtained from SDHC system 1.3 Attendance rate obtained from SDHC system	

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

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
	Improved Attendance	8 – 12	Alicia Edwards, program advisor	Schoolwide	Early Release Days SAC meetings	SDHC	Alicia Edwards

Attendance Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	SAC funds	HCPS	\$100.00
	Project Success Grant	Suncoast Schools for Kids/ Hillsborough Education Foundation	\$16,840.62
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Attendance Goals

Suspension Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What was the total number of in-school suspensions for 2011-2013? **631**
- What was the total number of out-of school suspensions for 2011-2012? **177**
- What was the total number of students suspended in school in 2011-2012? **209**
- What was the total number of students suspended out of school in 2011-2012? **177**
- What are the anticipated barriers to decreasing the number of suspensions? **Student lack of interest in school**
- What are the anticipated barriers to decreasing the number of students suspended? **Student lack of interest in school**
- What strategies and interventions will be utilized to decrease the number of suspensions for 2011-2012? **Use of in-school suspension**
- What strategies and interventions will be utilized to decrease the number of students suspended for 2011-2012? **Use of in-school suspension**

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

SUSPENSION GOAL(S)	Problem-solving Process to Decrease Suspension						
1. Suspension Suspension Goal #1: <u>Decrease the OSS rate.</u>	1.1. Lack of parent involvement Student lack of interest Ineffective teaching strategies	1.1. Academic Achievement Behavior Intervention Teachers as Advisors Program (TAP) Crime Watch	1.1. Assistant Principal Guidance Counselor Program Advisor School Resource Officer	1.1. Compare Data	1.1. SDHC mainframe		
Reduce the number of Out-of-School Suspensions by 5%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	631	591					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					

	177	168					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	209	198					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	117	111					

<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</p>						
---	--	--	--	--	--	--

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

Suspension Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Effective Teaching Strategies	District Reading Coach	PDS	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Grand Total:			
---------------------	--	--	--

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?	Evaluation Tools		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u>	1.1 Low-performing students	1.1. <u>Strategy:</u> Increase student hands-on learning. <u>Action Steps:</u> a. Provide career oriented field trips b. Provide job apprenticeship c. Provide motivational speakers	1.1. - Guidance Counselors - Social Worker - Program Advisor	1.1. Increase in grades and attendance	1.1. Grades and attendance rates obtained from SDHC system		

The dropout rate will decrease from 28% in 2011-2012 to 3% in 2012-2013.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2011 Current Graduation Rate:*</u>	<u>2012 Expected Graduation Rate:*</u>					
		1.2 Lack of family involvement	1.2 Strategy: Increase parental involvement <u>Action Steps:</u> a. Family Day/Night b. Computer classes for Parenting	1.2 - Guidance Counselors - Social Worker - Program Advisor	1.2 Increase parent/teacher contact (via telephone, email, or letters)	1.2 Parental reply (response)	
		1.3. High number of absences with students that are disinterested in school	1.3. <u>Strategy:</u> To prepare students for success in the workplace. <u>Action Steps:</u> a. Create a career prep program.	1.3. - Guidance Counselors - Teachers - Program Advisor	1.3. Increase in grades and attainment of job	1.3. FCAT scores and attendance	

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

Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

****Note: Only required for Non-Title I Schools in Differentiated Accountability.**

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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?	Evaluation Tools		

<p>1. Parent Involvement <u>Parent Involvement Goal</u> <u>#1:</u></p>	<p>1.1. Strained relations between students and parents; and, between the family and the school.</p>	<p>1.1. Strategy: Student exhibitions of learning in career fields to be presented at family conference nights. (Community-based activity)</p> <p><u>Action Steps:</u> a. Invite parents to conference night/ talent show b. Culinary will sell food. Suncoast will be open. c. Computer skills training for parents.</p>	<p>1.1. - Administrators - Guidance Counselors - Program Advisor - Teachers</p>	<p>1.1. Attendance records and brief surveys</p>	<p>1.1. Daily attendance</p>		
<p>35% of the parents participated in school activities during the 2011 – 2012 school year.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p>35</p>	<p>45</p>					

		1.2. Scheduling conflicts and limited access to information.	1.2. Strategy: Weekly parent link calls and increase activation of Edline.	1.2. Administration and Edline proctors.	1.2. Monitor parent link calls and Edline activation and activity. During TAP, students will access Edline.	1.2. Activation logs and reports	

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

Parent Involvement Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
--	--	--	--

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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	
1. Students scoring proficient in Listening/ Speaking.	1.1. Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. - Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.	1.1 ELLs comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, Language Arts, Math, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support	1.1. <u>Who</u> - School based Administrators	1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1. During the grading Period - Core curriculum end of core common unit/segment tests	

<p><u>CELLA Goal #1:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 80% to 85 %</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>80%</p>					

Career and Technical Education (CTE) Goal(s)

<p>CTE Goal(s)</p>	<p>Problem-Solving Process to</p>				
---------------------------	--	--	--	--	--

	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 T
CTE Goal #1: Sustain/Increase the number of Career Technical Student Organization chapters from 2 in 2011-2012 to 4 in 2012-2013.	1. Lack of student interest.	1.1. Increase student participation in CTSO competitions/events.	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. -Log of number of CTSO e -Log of number of students attend CTSO events

CTE Professional Development

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

End of CTE Goal(s)

School Advisory Council

School Advisory Council (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 citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes

No

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

--

Describe projected use of SAC funds.	Amount
Professional Development	\$100.00
Attendance Incentives	\$142.00
Academic Incentives	\$150.00
Conference Night Incentives	\$148.00

Describe the activities of the School Advisory Council for the upcoming year.

Mentoring

Great American Teach-in participation

International Cultural Week