

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Freedom High School	District Name: Hillsborough
Principal: David Sheppard	Superintendent: MaryEllen Elia

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SAC Chair: Cassandra Currier	Date of School Board Approval:
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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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Hillsborough 2012
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Revised July, 2012

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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	David Sheppard	BS Science, MED Ed. Lead.	1	13	2009-10 Wharton: A; met AYP: no, 72% criteria met 2010-11, B; met AYP: no, 74% criteria met 2011-12 Grade pending; AYP Data not yet available
Assistant Principal	Elijah Thomas	BS, MED	7	9	2009-10, B; met AYP: no, 74% criteria met 2010-11, B; met AYP: no, 74% criteria met 2011-12 Grade pending; AYP Data not yet available
Assistant Principal	Rosemary Owens	BS, MED	7	15	2009-10, B; met AYP: no, 74% criteria met 2010-11, B; met AYP: no, 74% criteria met 2011-12 Grade pending; AYP Data not yet available
Assistant Principal	Chad Pears	BS, MS	5	5	2009-10, B; met AYP: no, 74% criteria met 2010-11, B; met AYP: no, 74% criteria met 2011-12 Grade pending; AYP Data not yet available
Assistant Principal	Joseph Costanzo	BS, MS	7	4	2009-10, B; met AYP: no, 74% criteria met 2010-11, B; met AYP: no, 74% criteria met 2011-12 Grade pending; AYP Data not yet available
Assistant Principal	Marisa Carmody	BS, MS	9	3	2009-10, B; met AYP: no, 74% criteria met 2010-11, B; met AYP: no, 74% criteria met 2011-12 Grade pending; AYP Data not yet available

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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Autum Hernandez	B.A. Reading Endorsement M.S.	4 3 yrs. as teacher	1st	2011-12, Grade: pending met AYP: pending L3+ 54%; Btm. ¼ 60% 2010-11, B; met AYP: no, 74% criteria met L3+ 52%, Btm. ¼ 41% 2009-10, B; met AYP: no, 74% criteria met L3+ 49%, Btm. ¼ 43%

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
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			(If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs		June	
3. District Mentor Program	District Mentors	Ongoing	
4. District Peer Program	District Peers	Ongoing	
5. School Orientation	Principal	August	
6. Leadership Opportunities	Administration	Ongoing	
7. Acceptance of interns and pre-interns in conjunction with university staff.	Assistant principal, curriculum	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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<p>Teachers</p> <ul style="list-style-type: none"> • 7 out of field 	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Department Head/PLC Leaders/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.
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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 Teachers with 1-5 Years	% of Teachers with 6-14 Years	% of Teachers with 15+ Years	% of Highly Qualified Teachers	% of Reading Endorsed Teachers	% of National Board Certified	% ESOL Endorsed
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12	8%	31 %	44 %	16 %	41 %	95 %	8%	5%	15 %
9	11	40	57	21	53	12 2	10	6	19

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
Kelly Brennan, District Mentor	Kala Brant	EET trained District Mentor and District Evaluator	Bi-Weekly updates, shadowing, meetings
Kelly Brennan, District Mentor	James Cagnina	EET trained District Mentor and District Evaluator	Weekly updates, shadowing, meetings

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Kelly Brennan, District Mentor	Aaron Cosner	EET trained District Mentor and District Evaluator	Bi- Weekly updates, shado wing, meetings
Kelly Brennan, District Mentor	Sarah Hans	EET trained District Mentor and District Evaluator	Bi- Weekly updates, shado wing, meetings
Kelly Brennan, District Mentor	Morgan Temple	EET trained District Mentor and District Evaluator	Bi- Weekly updates, shado wing, meetings
Kelly Brennan, District Mentor	Salvatore Zammito	EET trained District Mentor and District Evaluator	Bi- Weekly updates, shado wing, meetings

Additional Requirements

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes:

- David Sheppard, Principal
- Rosemary Owens, Assistant Principal for Curriculum
- Elijah Thomas, Assistant Principal for Administration
- Marisa Carmody, Joseph Costanzo, Chad Pears, Assistant Principals for Student Affairs
- Carlos Diaz, Guidance Counselor
- Deborah Rose, School Psychologist
- Social Worker
- Autum Hernandez, Academic Coach
- Laura Babbitt, ESE Specialist/teacher
- Department Heads
- Cassandra Currier, SAC Chair
- ELP Coordinator
- ELL Representative

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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 PSLT at Freedom High 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 PSLT 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 PSLT is considered the main leadership team in our school. The PSLT will meet 2-4 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 during and after school
 - Intensive Reading and Math classes
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - 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)

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- 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 PSLT 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 PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. 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 PSLT 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 PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

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<p>Highly Functional</p>	<p>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.</p>	<p>Student data indicate that strategy implementation is showing a significant positive effect on student achievement.</p>
<ul style="list-style-type: none"> ● The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT 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 PSLT team through the department PSLT representatives. ● The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to: <ul style="list-style-type: none"> ○ review and analyze screening and collateral data ○ develop and test hypotheses about why student/school problems are occurring (changeable barriers) ○ develop and target interventions based on confirmed hypotheses ○ establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment ○ develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments) ○ review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals) ○ assess the fidelity of instruction/intervention implementation and other PS/RtI processes 		
<p>MTSS Implementation</p>		

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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.

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative

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Common Assessments of chapter/ segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/PSLT Member
Mini-Assessments on specific tested Benchmarks	School Generated Database	Individual Teacher
Writing assessments	School Generated Database	Reading Coach/PLC

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)	School Generated Database	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database	PSLT/PLC/Individual Teachers

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Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2011-2012 school year. PSLT 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 PSLT/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

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

David Sheppard, Principal

Rosemary Owens, Assistant Principal for Curriculum

Autum Hernandez, Reading Coach

Sharon Schram, Media Specialist

Arthur Roberts, English Department Head

Reading Teachers:

Cheryl Foster, Rochele Fitzpatrick, Tammy Grant, Steve Heverly, Charlie Haueter, Lisa Reale, Marvette Bethea

Elizabeth Knight, AVID

Katie Feldman, Social Studies

Tracy Flanagan, Science

Dianne Sarver, Math

Jeff Pelzer, Tech Specialist

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

The LLT is a subset of the Problem Solving Team. The team provides leadership for the implementation of the reading strategies on the School Improvement Plan (SIP).

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

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas.
- Professional Development
- Co-planning, modeling and observation of researched-based reading strategies within lessons across the content areas.
- Data Analysis
- Follow and implement the K12 Reading Plan

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered annually by the district.

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The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science and language arts) Project CRISS follow-up trainings are offered at the district level throughout the school year.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

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*High Schools Only

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

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

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

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

On an annual basis, we 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

Freedom 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.

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Freedom High School's percentage of graduates completing a college prep curriculum has decreased from 69.2% to 65.5% over a three year period, a 3.7% decrease. During the same time period, the district increased from 64.2% to 65.7% and the state has increased by 2.3% (57.9%-60.2%). In addition, the number of graduates who scored a Level 3 or higher in all areas of FCAT, that enrolled in Algebra I prior to 9th grade, completed at least one level 3 high school math course, completed at least one level 3 Science course and were all above the district and the state averages for the same three year period.

Strategies for Improving Student Readiness for Postsecondary

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

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Freedom High School creates awareness and provides extensive access to postsecondary educational opportunities. Every Thursday is "college awareness" day; teachers proudly display college clothing and take time to talk about their experiences. In addition there are several other programs designed to assist with a post-secondary transition such as:

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- GAP Camp
- AVID
- Mentoring Program
- Open House
- College Planning Orientations
- Saturday SAT/ACT prep classes are offered. Communication letters on the SAT and ACT will be sent home with students to advertise the SAT and ACT prep classes and testing dates
- ASVAB- Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>- Teachers at varying skills levels with the FCIM model.</p> <p>- Teachers' implementation of the FCIM model is not consistent across reading courses.</p> <p>- Lack of common planning time to develop/ identify PLC based mini lessons and mini assessments geared toward on-going progress monitoring.</p> <p>- Lack of common planning time to analyze mini lesson data.</p> <p>- Finding appropriate text to develop the lessons and assessments.</p>	<p>1.1</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve when students are engaged in grappling with complex text. Teachers need to understand how to select/ identify complex text, .All content area teachers are responsible for implementation.</p> <p><u>Action Steps</u></p> <p>1. Based on the data, PLCs develop a monthly timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum.</p> <p>Domain 1</p> <p>2. Teachers</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP's</p> <p>-Reading Coach</p> <p>-Department Heads</p> <p>- PLC facilitators</p> <p><u>How</u></p> <p>-All content areas PLC logs</p> <p>-PLC calendars/ timeline/ logs of targeted skills reviewed by the Department Heads and APC.</p> <p>-Administration and coach rotate through PLCs looking for complex text discussion.</p>	<p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC's goal.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-PLC facilitator will share data with the Problem Solving <u>Leadership Team</u>.</p> <p>-With the Literacy Leadership Team, the Problem Solving Leadership reviews FAIR OPM data to determine the percentage of students scoring medium to high.</p> <p><u>The Problem Solving Leadership Team/Reading Leadership Team</u> will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p><u>3x per year.</u></p> <p>-FAIR__</p> <p><u>During nine weeks</u></p> <p>-Mini assessment data</p> <p>- School generated review nine week assessment of all mini skills covered during the nine weeks.</p>		
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		<p>implement the mini lessons and mini assessments.</p> <p>B. Teachers bring assessment data back to the PLCs.</p>					
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 54% to 57%							
	54%	57%					

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		1.2.	<p>1.2</p> <p>Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through all teachers using the <u>Core Continuous Improvement Model</u> (C-CIM) with core curriculum implementing the Charlotte Danielson's framework for teaching (EET rubric)</p> <p><u>Action Steps</u></p> <p>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. (Domains 1, 4d and 4e)</p> <p>-PLC teachers</p>	<p><u>Who</u></p> <p>Principal Assistant Principals Department Heads</p> <p><u>How</u></p> <p>EET formal observations and informal observations</p> <p><u>First Nine Weeks</u></p> <p>Administration Reading coach/ Department Head observations</p> <p><u>Second Nine Weeks</u></p> <p>Reading coach/ Department Head observations</p>	<p>It is the expectation that all teachers practice the C-CIM on their core curriculum. However, for the purpose of this strategy, specific classes/courses are targeted during the school year.</p> <p><u>Steps</u></p> <p>For each chapter assessment, teachers will aggregate their assessment data across classes to calculate an overall test average.</p> <p>-During PLCs, teachers (along with their Department Head or PLC Facilitator) will calculate an overall school test average.</p> <p>--The data will be recorded and kept in a data base by the Department Head or PLC Facilitator.</p> <p>-Every two weeks, the data will be shared with the Leadership Team and submitted to</p>	<p>3x per year - FAIR</p> <p><u>During the Nine Weeks</u></p> <p>Content unit assessments, end-of-instructional cycle assessments, chapter tests, etc.</p>	
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			<p>instruct students using the core curriculum, incorporating domain 3 components from their PLC discussions.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (Domain 3d)</p> <p>- Teachers bring assessment data back to the PLCs. (Domain 1 and Domain 3d)</p> <p>-Based on the data, teachers discuss strategies that were effective.</p> <p>-Based on the data, teachers a)decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted</p>	<p>the Assistant Principal.</p> <p><u>First Nine Weeks</u></p> <p>To date, ___ EET formal observations have been conducted in Reading & Language Arts. Looking at the evaluations holistically ___ out of ___</p> <p><u>Second Nine Weeks</u></p> <p>they fell into the operational/ highly functional level.</p> <p>___</p> <p><u>Third Nine Weeks</u></p> <p>To date, ___ EET formal observations have been conducted in Reading & Language Arts. Looking at the evaluations holistically, they fell into the following categories:</p> <p>- ___ requires actions</p> <p>- ___ emerging</p> <p>- ___ operational</p> <p>- ___ highly functional</p>		
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			<p>students. (Domains 1 and 4a)</p> <p>-Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). (Domain3e)</p> <p>-PLCs record their work in logs.</p>				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1.</p>	<p>2.1. See goals 1 & 3</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 32% to 36%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>32%</p>	<p>36%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<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>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1.</p>	<p>Higher Order Thinking Skills</p> <p>Strategy</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of effective questioning and discussion techniques and the teacher checks for understanding of content at all key moments. In addition the teacher frequently responds to student question by probing for higher level understanding.</p> <p>Domain 3B</p> <p><u>Action Steps</u></p> <p>-As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons</p>	<p><u>Who</u></p> <p>Principal</p> <p>AP's</p> <p>Reading Coach</p> <p>Department Heads</p> <p><u>How</u></p> <p>Formal observations and pop-ins or walkthroughs</p>		<p>3x per year (Reading)</p> <p>-FAIR</p> <p><u>Semester Exams</u></p> <p><u>During the nine weeks</u></p> <p>-Chapter and unit assessments</p>		
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		<p>-Teachers implement the targeted higher order questioning strategies in their lessons</p> <p>-Teachers implement the common assessments</p> <p>Teachers bring assessment data back to the PLCs</p> <p>-PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes.</p> <p>-Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation</p> <p>-PLCs record their work in logs</p> <p>-</p>					
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<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 63 points to 66 points</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>63 points</p>	<p>66 points</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>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>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1.</p>	<p>See goal 1.1</p>	<p>Target classes: English I, English II, Intensive Reading B & C and Read 180</p>	<p>Target classes: English I, English II, Intensive Reading B & C and Read 180</p>	<p>4.1.</p>		
<p><u>Reading Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 60 points to 64 points</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>60 points</p>	<p>64 points</p>					

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		<p>-Lack of common planning time.</p> <p>-Teachers are at varying levels of understanding of the ELA vocabulary standards.</p> <p>- Teachers are at varying levels of understanding of the types of vocabulary items that complement content instruction.</p> <p>-PLC meetings do not include discussion of leveled vocabulary development and assessment for content instruction.</p> <p>-PLC meetings do not include the development of vocabulary instructional activities for upcoming lessons.</p> <p>-Administrators and support staff are at varying skill levels with identifying appropriate levels of vocabulary development.</p>	<p>4.2</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ vocabulary acquisition will improve through the implementation of appropriately leveled, vocabulary development lessons across all content areas.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Consensus on site PLC schedule will provide common planning time. 2. PLCs will familiarize themselves with the content standards. 3. PLCs will recognize vocabulary needs within each content area. 4. PLCs come to consensus on the use of common assessments: 1) vocabulary items included in end of the unit/segment assessment 2) LA-embedded vocabulary development activities and/or 3) any program assessment provided in 	<p><u>Who</u></p> <ul style="list-style-type: none"> -Principal -Assistant Principals -Instructional Coaches -Subject Area Leaders/Department Chairs -PLC Facilitators -School and Reading Leadership Teams <p><u>How Monitored</u></p> <ul style="list-style-type: none"> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers’ activities seen during administration walk-throughs. -Classroom walk-through form for Grades K-12 Reading Intervention classes (available from Reading Department). -PSLT will utilize district 	<p>PLCs-Teachers assess students using end of unit chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</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><u>3x per year (Reading)</u></p> <ul style="list-style-type: none"> - FAIR On-going Progress Monitoring Tool (Scaffolded Discussion Templates) <p><u>Semester Exams (All Content Areas)</u></p> <p><u>During the nine weeks</u></p> <ul style="list-style-type: none"> - End-of-unit/chapter tests (All Content Areas) -Program generated assessments -LA embedded assessments -Vocabulary assessments (All Content Areas) 	
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		<p>curriculum resources and materials.</p> <p>5. As a Professional Development activity, PLCs come to consensus on the vocabulary standards/ benchmark to be addressed within each content area.</p> <p>6. As a Professional Development activity, PLCs study the process of scaffolding lessons to move students to perform more complex vocabulary acquisition tasks.</p> <p>7. As a Professional Development activity, PLCs design specific scaffolded lessons essential in creating appropriate vocabulary acquisition.</p> <p>8. Teachers implement the scaffolded lessons.</p> <p>9. Teachers implement the common assessments.</p> <p>10. Teachers bring assessment data back to the PLCs. PLCs study students' responses to the scaffolded lessons.</p> <p>11. As a Professional Development activity,</p>	<p>observations to assist in monitoring SIP strategies aligned with classroom implementation and effectiveness. Monitoring data will be reviewed every nine weeks.</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>			
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			PLCs use data with the problem-solving process to determine next steps in their vocabulary acquisition implementation. 12. PLCs record their work in the PLC logs.				
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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 satisfactory on the 2013 FCAT/ FAA will increase from 54% to 59%							

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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. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goals 1.1, 1.2, 3.1, & 4.2</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 28% to 35%</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 41% to 47%</p> <p>The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 67% to 70%</p>							
	<p>White: Y</p> <p>Black: 28</p> <p>Hispanic: 41</p> <p>Asian: 67</p> <p>American Indian: N/A</p>	<p>White:</p> <p>Black: 35</p> <p>Hispanic: 47</p> <p>Asian: 70</p> <p>American Indian: N/A</p>					

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		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. See Goals 1.1, 1.2, 3.1, & 4.2	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 32% to 39%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	32%	39%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p>	<p>5C.1. See Goals 1.1, 1.2, 3.1, & 4.2</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>		
<p><u>Reading Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 13% to 22%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	13%	22%					
	–	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1. See Goals 1.1, 1.2, 3.1, & 4.2	5D.1.	5D.1.	5D.1.		

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<p><u>Reading Goal #5D:</u></p> <p>The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 33% to 40%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>33%</p>	<p>40%</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	

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.

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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
PLC training for Mini lessons for each FCAT strand and standard to include words and context, cause and effect, compare and contrast, reference and research, main idea		Reading Coach and Language Arts PLC leaders will provide training to teachers		Immediate implementation at beginning of school year	Walk-throughs and model lessons	Administration Dept. head
Differentiated Instruction & CRISS Strategies		Reading Coach and District will provide training for CRISS and varied strategies	All Faculty	Ongoing throughout the year	Walk-throughs and model lessons	Reading coach Administration Dept. head
Fair Assessments		Reading coach will provide training on Fair Assessment Procedure	Language Arts & PLC	Ongoing throughout the year	Fair Assessment data	Reading coach Administration Dept. head
PLC Meeting	Reading; Language Arts	PLC Lead Reading Coach	Reading & Language Arts PLC's	Ongoing throughout the year	PLC Data Disaggregation	Reading coach Administration Reading Coach PLC Leaders

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>- Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p>	<p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through teachers using the Core-Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction as a result of the problem-solving model.</p> <p><u>Action Steps</u></p> <p>1. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons.</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Department Heads</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Classroom walk-throughs observing this strategy.</p> <p>-Evidence of strategy in teachers’ activities seen during administration walk-throughs.</p> <p>-PSLT will utilize district observations to assist in monitoring SIP strategies aligned with classroom implementation and effectiveness. Monitoring data will be reviewed every nine weeks.</p> <p><u>First Nine Week Check</u></p>	<p>PLC formative assessment data will be recorded in a course-specific PLC data base for Algebra.</p> <p>PLCs will review formative assessments and chart the class average of the number of students reaching at least 65% mastery on the formative.</p> <p>PLC facilitator will share data from Algebra I courses with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of 3 times per year.</p> <p><u>First Nine Week Check</u></p>	<p><u>Formative Assessments</u></p> <p><u>3 times a year</u></p> <p><u>Semester Exams</u></p>		
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		8. PLCs record their work in the PLC logs.					
<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 27% to 32%							
	27%	32%					

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		<p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p> <p>-Students who need ELP tutoring do not attend.</p>	<p>Tier 2/3:</p> <p>Students' math skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Regular teachers identify lessons for students that target specific skills that are not at the mastery level. 2. Students will be called out of class for ELP through an elective class or Intensive Math class. 	<p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</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>Administrators will review the ELP data for each group on a monthly basis and present this information to the PSLT.</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>Formative Assessments</p> <p>Semester Exams</p>	
		<p>-Technology Issues</p> <p>Limited space to accommodate number of students</p>	<p>Students math skills will improve through scheduling identified Algebra I students in I Can Learn.</p>	<p><u>Who Monitors</u></p> <p>APC</p> <p><u>How Monitored</u></p> <p>- SILK Reports</p> <p>- ICL Reports</p>	<p>APC reviews SILK, District baseline and mid-year assessments, semester exams and Instructional Planning Tool Data</p>	<p>Semester Exams</p> <p>District baseline and mid-year 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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1.	2.1. See Goal 1.1	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 2% to 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2%	10%					

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		2.2.	2.2. See Goal 1.2	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 40%						

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<p><u>HS Mathematics</u> <u>Goal A:</u></p> <p>The percentage of students scoring satisfactory on the 2013 EOCs/FAA will increase from 67% to 70%</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 subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>3B.1.</p>	<p>3B.1. See Math Goals 1.1 & 1.2</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	

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<u>HS Mathematics</u> <u>Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students in each category achieved the goals for 2011-12. The percentage of students scoring satisfactory will increase by at least 3%							
	White:Y Black:Y Hispanic:Y Asian:Y American Indian: N/A	White: Black: Hispanic: Asian: American Indian: N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
C. English Language Learners (ELL) not making satisfactory progress in mathematics.	3C.1.	3C.1. See Math Goals 1.1 & 1.2	3C.1.	3C.1.	3C.1.		
<u>HS Mathematics Goal C:</u> The percentage of ELL students scoring satisfactory on the 2013 EOCs/FAA will increase from 35% to 42%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	35% Goal Achieved	42%					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	3D.1.	3D.1. See Math Goals 1.1 & 1.2	3D.1.	3D.1.	3D.1.		
<u>HS Mathematics Goal D:</u> The percentage of SWD students scoring satisfactory on the 2013 EOCs/FAA will increase from 50% to 55%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% Goal Achieved	55%					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
E. Economically Disadvantaged students not making satisfactory progress in mathematics.	3E.1.	3E.1. See Math Goals 1.1 & 1.2	3E.1.	3E.1.	3E.1.		
<u>HS Mathematics Goal E:</u> The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 EOCs/FAA will increase from 54% to 59%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	54% Goal Achieved	59%					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

Mathematics Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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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
PLC Meeting	Intensive Math; Algebra	PLC Leader	Intensive Math, Algebra	Ongoing throughout the year	Data review by PLC and Administration	Administration, Department Head, PLC Leader

End of Mathematics Goals

Writing/Language Arts Goals

<p>Writing/ Language Arts Goals</p>	<p>Problem- Solving Process to Increase Student Achievement</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>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>Teachers and students lack ongoing monitoring of progress in writing (skills)</p>	<p>2.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through teachers using the Continuous Improvement Model with core curriculum. School will implement embedded writing assessments in the core curriculum and monthly/ongoing formative writing assessments to monitor student progress/improvement.</p> <p><u>Action Steps</u></p> <p>1. Based on baseline data, PLCs write SMART goals for each nine weeks</p> <p>2. As a Professional Development activity PLCs participate in discussions</p>	<p><u>Who</u></p> <p>Principal APC LA DH LA PLCs</p> <p><u>How Monitored</u></p> <p>- PLC logs turned into Department Head who in turn provides feedback. - Informal observations - EET observations - Student portfolios, - Embedded assessments and daily learning activity</p> <p><u>First Nine Week Check</u></p> <p>Baseline writing was administered</p> <p>Emerging: __ of __ teachers submitted required data</p>	<p>PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>First Nine Week Check</u></p> <p>__% of 10th grade students scored a 4 or above on the baseline writing assessment.</p> <p>__% of 9th grade students scored a 4 or above on the baseline writing assessment</p>	<p>Teachers and students lack ongoing monitoring of progress in writing (skills)</p>		
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		<p>that share PLC data, trends, and best-practice instructional strategies. These discussions are held in both horizontal (across course) and vertical (across grade levels) groups.</p> <p>3. Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process.</p> <p>4. Students will complete scaffolded activities prior to required Embedded Assessments and teachers will share reflections of student growth or need in order to inform instruction.</p> <p>5. Teachers and students will engage in metacognitive reflection of embedded assessments</p>	<p><u>Second Nine Week Check</u></p> <p>Operational: ___ of ___ teachers submitted required data</p> <p><u>Third Nine Week Check</u></p>	<p><u>Second Nine Week Check</u></p> <p>___ % of the 10th grade students scored a 4 or above on the mid-year writing assessment.</p> <p><u>Third Nine Week Check</u></p>			
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		<p>to celebrate attainment of writing skills and goals and to identify continuing needs and adjust instruction.</p> <p>6. As a Professional Development activity, PLCs meet and discuss data in order to implement effective teaching strategies and lesson plans targeted to meet the needs of students.</p> <p>7. PLCs review nine week data, set a new goal for the following nine weeks.</p> <p>8. PLCs record their work in the PLC logs.</p>					
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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 90% to 92%	90%	92%					

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<p>- Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric.</p> <p>- Teachers new to Language Arts may not have FCAT Writing training</p> <p>- Teachers do not have confidence using holistic scoring methods</p> <p>- Teachers lack sufficient time to score student papers</p> <p>- Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing</p>	<p>2.2</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through participation of best practices for teaching writing. Best practices include PLC instructional calendars, Differentiated Instruction and effective holistic scoring methods.</p> <p>—</p> <p><u>Action Steps</u></p> <p>1. As a Professional Development activity, teachers new to the profession and/or content area are required to attend district level trainings.</p> <p>2. As a Professional Development activity, teachers participate in</p>	<p><u>Who</u></p> <p>Principal</p> <p>APC</p> <p>LA DH</p> <p>LA PLCs</p> <p><u>How Monitored</u></p> <p>- PLC logs turned into administration.</p> <p>- Administration provides feedback.</p> <p>- Classroom walk-throughs observing this strategy.</p> <p>- Evidence of strategy in teachers’ activities seen during administration walk-throughs.</p> <p>-HCPS Informal Observation Pop-In Form (EET tool).</p> <p>-PSLT will utilize district observations to assist in monitoring SIP strategies aligned with classroom implementation and effectiveness. Monitoring data will be reviewed every nine weeks.</p> <p>- Springboard Walk-Through Observation Form</p>	<p>PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.</p> <p>PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p> <p>PLCs will participate in rubric norming sessions to identify teacher barriers impeding effective holistic scoring.</p>	<p>- Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric.</p> <p>- Teachers new to Language Arts may not have FCAT Writing training</p> <p>- Teachers do not have confidence using holistic scoring methods</p> <p>- Teachers lack sufficient time to score student papers</p> <p>- Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing</p>	<p>1.2.</p>	
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		<p>assessment and rubric refresher courses and practice scoring within PLCs.</p> <p>3. As a Professional Development activity, Language Arts SAL/DH and grade level (PLC) chairs will facilitate advanced scoring sessions.</p> <p>4. Based on baseline data, PLCs write SMART goals for each nine weeks</p> <p>5. As a Professional Development activity PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors.</p> <p>6. Based on student writing reviews and PLC discussions regarding trends</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><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>			
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		<p>and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead.</p> <p>7. Teachers implement the ideas based on specific student needs.</p> <p>8. As a Professional Development activity PLCs examine student conference notes, daily drafts, and monthly demand writes and adjust the monthly writing menu of teaching points and share ideas to grow students.</p> <p>9. PLCs review nine week data, set a new goal for the following nine weeks.</p> <p>10. PLCs record their work in the PLC logs.</p>					
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		1.3.	1.3.	1.3.	1.3.	1.3.	
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Writing/Language Arts Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC	9 th grade Language Arts	Autum Hernandez, Reading Coach	All teachers	Two to four times each month	Establish and maintain database of writing scores and trends Met with all PLCs twice	Administration PLC Leader

End of Writing Goals

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Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1. Students from University area and Lutz that miss school transportation often do not have an alternate way to school Many students with significant unexcused absences have serious personal or family issues that are impacting attendance Approximately 30% of students from two identified zip codes account for more than 50% of students with excessive unexcused absences</p>	<p>1.1. Letters sent home at 5, 10, & 15 Unexcused absences. Beginning 3 consecutive absences or at the 10th unexcused absence, administration, guidance, and social work collaborate to provide appropriate support and interventions Schools will report to the Department of Safety and Motor Vehicles the names, dates, birth, sex and social security of minors who accumulate 15 unexcused absences in a period of ninety calendar days. All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor</p>	<p>1.1. AP will run Attendance meetings every two weeks with appropriate reports AP will maintain database Social Worker Guidance Counselors</p>	<p>1.1. Administration will play a vital role in the implementation of attendance interventions, closely monitoring the process. Data will be examined every two weeks at PSLT meeting Social Worker regularly reviews data and collaborates with administration and guidance for interventions</p>	<p>1.1. Attendance reports Tardy reports Attendance plan</p>		
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		<p>attendance.</p> <p>On a daily basis, through Parent Link an automated call contacts all parents whose students have an unexcused absence to school.</p> <p>An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist, SRO) communicates with the family to create an Attendance Improvement Plan.</p> <p>A truancy officer is assigned to the school one day each week to monitor and assist with truancy enforcement</p> <p>The Administration Team along with other appropriate</p>					
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	<p>staff will meet every two weeks 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 maintained for students with excessive unexcused absences and tardies. This 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>Attendance calls are made by District representatives from the Manhattan Center to students with excessive unexcused absences</p> <p>SAC will implement attendance incentives to</p>					
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		include: 1) Daily random incentive to two students for being present in school for the day. 2) Incentive drawings for perfect attendance for 2 nd and 3 rd quarters by grade level. 3) Incentive drawings for improved attendance between 3 different time periods by grade level.					
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<p><u>Attendance Goal #1:</u></p> <p>The attendance rate will increase from 90.28% in 2011-2012 to 93% in 2012-2013</p> <p>The attendance rate will increase from 90.28% in 2011-2012 to 93% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p> <p>The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>90.28%</p>	<p>93%</p>					
	<p><u>2012 Current Number of Students with Excessive Unexcused Absences</u> <u>(10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Unexcused Absences</u> <u>(10 or more)</u></p>					
	<p>481</p>	<p>433</p>					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Unexcused</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Unexcused Excessive</u> <u>Tardies</u> <u>(10 or more)</u>					
	168	151					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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 EASI Electronic Attendance	Administration	AP in charge of attendance	School-wide	August 2012	Review plan at bi-weekly attendance meetings	AP in charge of attendance

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Rule 6A-1.099811
Revised July, 2012**

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Attendance Happens” training for Assistant Principals and School Social Workers

9-12

District Supervisor of Attendance

Assistant Principal for Attendance Preplanning
School Social Worker

Administration

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		

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<p>1. Suspension</p>	<p>1.1. A need for staff to have common school-wide expectations and rules and for students to be provided with a clear set of expectations for appropriate behavior</p>	<p>1.1. Expectations for student conduct are clearly communicated to Staff prior to school through administrative meetings AP's collaborate to allow for consistency of discipline enforcement Added one-minute warning bell prior to class to combat classroom tardies which make up the majority of in-school suspensions Provide clear expectations of student conduct to students through orientation meetings AP will meet with any enrolling</p>	<p>1.1. Administration PSLT Administration will monitor suspensions by discussing all serious violations at weekly staff meetings and reviewing suspension data monthly</p>	<p>1.1. Administration will monitor suspensions by discussing all serious violations at weekly staff meetings and reviewing suspension data monthly</p>	<p>1.1. UNTIE data to monitor suspensions EASI Discipline database Monthly suspension data</p>		
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		student with a prior discipline history to communicate clear expectations					
Suspension Goal #1:	<u>2012 Total Number of</u>	<u>2013 Expected Number of</u>					
The total number of In-School-Suspensions will decrease by 10%	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
The total number of students receiving In-School-Suspensions throughout the school year will decrease by 10%							
The total number of Out-of-School suspensions will decrease by 10%							
The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%							
	2524	2271					

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	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In-School</u>					
	840	756					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	1269	1142					
	<u>2012 Total Number of Students Suspended</u> <u>Out-of-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	505	454					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Please note that each Strategy does not require a
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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professional development or
PLC activity.

PD Content /Topic

Grade Level/
Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for
Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or
school-wide)

(e.g. , Early Release) and
Schedules (e.g., frequency of
meetings)

PLC Leader

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		

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<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>1.1.</p> <p>High numbers of absences with students that are disinterested with school and looking for options. Limited space in Career Centers.</p> <p>New High School grading does not include students that leave your school to go to GED and ESE/Special Diploma.</p>	<p>1.1.</p> <p>Identify students beginning in 9th grade that have failed both their language arts and math classes and have excessive unexcused absences as well as over-age students behind on credits and provide appropriate counseling and mentoring</p> <p>Identify students with excessive absences and target them for interventions as early as possible</p> <p>Student IMPACT program available for credit recovery</p> <p>Provide counseling to students regarding credit recovery options through Virtual School or Adult Education</p>	<p>1.1.</p> <p>AP</p> <p>PSLT</p> <p>Guidance</p>	<p>1.1.</p> <p>Monitoring and reporting of data through weekly administrative meetings as well as through PSLT meetings.</p>	<p>1.1.</p> <p>Maintain accurate records and monitor success rate</p>		
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	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Dropout Rate:*</u>	<u>Dropout Rate:*</u>					
The dropout rate will decrease from 1% to .5%							
The graduation rate will increase from 73.7% to 75%							
	1%	.5%					
	<u>Graduation Rate:*</u>	<u>Graduation Rate:*</u>					
	73.7%	75%					
		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.

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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
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End of Dropout Prevention 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. High School students will engage in a minimum of two semesters of physical education in grades 9-12.</p>	<p>Principal Guidance Counselors APC</p>	<p>Checking of student schedules</p>	<p>Student schedules Master schedule</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 61% on the Pretest to 70% on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>61%</p>	<p>70%</p>					

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			2. Health and physical activity initiatives developed and implemented by the Principal's designee.	2. Principal's designee.	2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
			3. Five physical education classes per week for a minimum of two semesters in grades 9-12 with a certified physical education teacher.	3. Physical Education Teacher	3. Classroom walk-throughs of PE classes by principal.	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	

Health and Fitness Goals Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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.</p>	<p>1.1. Regular PLC meetings to collaborate and develop strategies and interventions PSLT meetings to monitor student issues Regular communication with staff regarding anything specific impacting student performance Teachers will post students' grades on EdLine Teacher mentor program for identified students</p>	<p>1.1. Administration PSLT PLC Leaders</p>	<p>1.1. Administration will monitor data and teacher feedback</p>	<p>1.1. Teacher feedback</p>		
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<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Based on the <i>School Climate and Perception Survey for Instructional staff</i> , the percentage of staff who strongly agree with the indicators under Communication and Relationships will increase from 21.4% to 45% in 2013							
	21.4%	45%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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or PD Activity

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

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

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1.</p>	<p>A.1. See Reading Goals 1.1, 1.2, & 3.1</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>		
<p><u>Reading Goal A:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	60%	61%					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1. See Reading Goals 1.1, 1.2, & 3.1	B.1.	B.1.	B.1.		

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<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1&							
	13%	14%					
		B.2.	B.2.	B.2.	B.2.	B.2.	B.2.
		B.3.	B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check 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 in Listening/ Speaking.</p>	<p>-Teachers at varying skill levels regarding the use of CALLA/A+Rise.</p> <p>-Teachers implementation of CALLA/A+Rise is not consistent across core courses.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of CALLA/A+Rise in order to effectively conduct a CALLA/A+Rise fidelity check walk-through.</p> <p>-DRTs are at varying levels of interpreting district level assessments.</p>	<p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <u>Cognitive Academic Language Learning Approach (CALLA)</u> strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons.</p> <p>-ERT models lessons using CALLA.</p> <p>-ERT observes content area teachers using CALLA and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Core content teachers administer and analyze ELLs performance on common assessments.</p>	<p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4 “Checklist for Evaluating CALLA Instruction</p>	<p>-ERTs are on the leadership team to update the team on ELLs (inclusive of LFs) performance data.</p> <p>-ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-ERTs meet with core content teachers during PLC meetings to review ELL (inclusive of LFs) performance data.</p> <p>-ERTs meet with Rtl team to review performance data and progress of ELLs (inclusive of LFs)</p> <p>PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for</p>	<p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	
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		<p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>		<p>positive trends at a minimum of once per Grading Period.</p> <p>-DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/district-wide baseline and mid-year test).</p>		
<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 56% to 59%</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>56%</p>					

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		<p>-Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of EFT and Bilingual paraprofessional.</p>	<p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</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	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

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<p>D. Students scoring proficient in Reading.</p>	<p>2.1.</p>	<p>2.1. See Goals 1.1 & 1.2</p>	<p>2.1.</p>	<p>2.1.</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 18% to 21%</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					

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	18%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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<p>E. Students scoring proficient in Writing.</p>	<p>2.1.</p>	<p>2.1. See Goals 1.1 & 1.2</p>	<p>2.1.</p>	<p>2.1.</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 25% to 28%</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	25%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1. See Math Goals 1.1 & 1.2	F.1.	F.1.	F.1.		

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Mathematics Goal F:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	65%	66%					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	<p>G.1.</p>	<p>G.1. See Math Goals 1.1 & 1.2</p>	<p>G.1.</p>	<p>G.1.</p>	<p>G.1.</p>		
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<u>Mathematics Goal</u> <u>G:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	12%	13%					
		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>- Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p>	<p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through teachers using the Core-Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction as a result of the problem-solving model.</p> <p><u>Action Steps</u></p> <p>1. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons.</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Department Heads</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Classroom walk-throughs observing this strategy.</p> <p>-Evidence of strategy in teachers’ activities seen during administration walk-throughs.</p> <p>-PSLT will utilize district observations to assist in monitoring SIP strategies aligned with classroom implementation and effectiveness. Monitoring data will be reviewed every nine weeks.</p>	<p>PLC formative assessment data will be recorded in a course-specific PLC data base for Algebra.</p> <p>PLCs will review formative assessments and chart the class average of the number of students reaching at least 65% mastery on the formative.</p> <p>PLC facilitator will share data from Geometry courses with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of 3 times per year.</p>	<p><u>Formative Assessments</u></p> <p><u>3 times a year</u></p> <p><u>Semester Exams</u></p> <p><u>First Nine Week Check</u></p>		
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		<p>modeling researched-based best-practice strategies.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</p> <p>4. Teachers in Geometry give a formative assessment 3 times during the school year.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. Based on the data, teachers a) decide what skills need to be moved to mini-lessons or re-teach for the whole class b) decide what skills need to be re-taught to targeted students (remediation and enrichment).</p>	<p><u>First Nine Week Check</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Second Nine Week Check</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Third Nine Week Check</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Third Nine Week Check</u></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Second Nine Week Check</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Third Nine Week Check</u></p> <p>_____</p> <p>_____</p> <p>_____</p>			
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		8. PLCs record their work in the PLC logs.					
<u>Geometry Goal H:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 70% to 73%.							
	70%	73%					

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		<p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p> <p>-Students who need ELP tutoring do not attend.</p>	<p>Tier 2/3:</p> <p>Students' math skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Regular teachers identify lessons for students that target specific skills that are not at the mastery level. 2. Students will be called out of class for ELP through an elective class or Intensive Math class. 	<p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</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>Administrators will review the ELP data for each group on a monthly basis and present this information to the PSLT.</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>Formative Assessments</p> <p>Semester Exams</p>	
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		<p>-Students not receiving academic support outside of math classroom instruction.</p> <p>-Lack pre-requisite skills</p>	<p><u>Strategy</u></p> <p>Students' math skills will improve through providing a <u>supplemental math class.</u></p> <p>—</p> <p><u>Action Steps</u></p> <p>-Identify students in lowest quartile and/or Level 1.</p> <p>-Middle ONLY - Schedule students into appropriate intensive math course.</p> <p>-High ONLY – Identify students who performed Level 1 or 2 for Algebra EOC to be scheduled for Liberal Arts.</p> <p>-High ONLY – Identify students who have not passed FCAT for Intensive Math 2.</p> <p>-Utilize online tutorials and practice within these classes.</p> <p>-Utilize Florida Achieves.</p>	<p><u>Who</u></p> <p>- APCs</p> <p>- Guidance Counselors</p> <p>- Math Teachers</p> <p><u>How Monitored</u></p> <p>- SILK Reports</p>	<p>APC reviews SILK, District-level baseline and midyear assessments, semester exams and Instructional Planning Tool Data</p>	<p>- SILK</p> <p>- Formative Tests</p> <p>- Semester Exams</p> <p>-Unit Tests</p> <p>-On-line resources reports</p>	
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
I. Students scoring in the upper third on Geometry.	2.1.	2.1. See Goals 1.1 & 1.2	2.1.	2.1.	2.1.		
<u>Geometry Goal I:</u> The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 40% to 43%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	40%	43%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

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<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>- Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p>	<p>1.1</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum.</p> <p>Students’ science comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction as a result of the problem-solving model.</p> <p><u>Action Steps</u></p> <p>1. PLCs write SMART goals based on each nine weeks of material.</p> <p>2. As a Professional Development activity,</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Department Heads</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Classroom walk-throughs observing this strategy.</p> <p>-Evidence of strategy in teachers’ activities seen during administration classroom walk-throughs</p> <p>-PSLT will utilize district observations to assist in monitoring SIP strategies aligned with classroom implementation and effectiveness. Monitoring data will be reviewed every nine weeks.</p> <p><u>First Nine Week Check</u></p>	<p>PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet).</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the Nine Weeks</u></p> <p>-Unit assessments</p>		
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		<p>teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons.</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice DI strategies. In addition, math teachers visit math demonstration classrooms where DI is emphasized.</p> <p>4. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</p>	<p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p><u>Third Nine Week Check</u></p>			
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	<p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss strategies that were effective.</p> <p>8. Based on the data, teachers 1) decide what skills need to be re-taught in a whole lesson to the entire class, 2) decide what skills need to be moved to mini-lessons or re-teach for the whole class 3) decide what skills need to be re-taught to targeted students (remediation</p>					
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		and enrichment). 9. PLCs record their work in the PLC logs.					
<u>Science Goal J:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>No data</i>						

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		<p>-Teachers are at varying skill levels of long-term investigations.</p> <p>-Not all teachers integrate long term investigations into science instruction to provide students with opportunities to collect data over time.</p>	<p>1.2</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ science skills will improve through increased participation in laboratory experiences. The goal will be to complete one lab per week.</p>	<p><u>Who</u></p> <p>Teacher</p> <p>Principal</p> <p>AP</p> <p>Science Resource</p> <p>Teacher/Contact</p> <p>District Science Team</p> <p>Generalist</p> <p><u>How Monitored</u></p> <p>Curriculum maps turned into the AP</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>Science investigations will be evaluated using a rubric.</p> <p>Science investigations</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>		
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		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

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

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<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	<p>1.1.</p>	<p>1.1. See Science Goals 1.1 & 1.2</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Biology Goal K:</u> The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 66% to 69%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>66%</p>	<p>69%</p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
L. Students scoring in upper third in Biology.	2.1.	2.1. See Science Goals 1.1 & 1.2	2.1.	2.1.	2.1.		

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<u>Biology Goal L:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 35% to 38%.	35%	38%					

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	<p>-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p> <p>-Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>2.1</p> <p>Tier 1 – 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 instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p> <p><u>Action Steps</u></p> <p>1. PLCs write SMART goals based on each nine weeks of material</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum</p>	<p><u>Who</u></p> <p>Principal</p> <p>APC</p> <p>Science Resource Teachers (where available)</p> <p>Science Department Chairperson</p> <p><u>How Monitored</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Classroom walk-throughs observing this strategy.</p> <p>-Evidence of strategy in teachers’ activities seen during administration walk-throughs.</p> <p>-PSLT will utilize district observations to assist in monitoring SIP strategies aligned with classroom implementation and effectiveness. Monitoring data will be reviewed every nine weeks.</p> <p>-HCPS Informal Observation Pop-In Form (EET tool)</p>	<p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</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><u>2x per year</u></p> <p>District-level baseline and mid-year tests</p> <p><u>Semester Exams</u></p> <p><u>During the nine weeks</u></p> <p>- Mini Assessments</p> <p>-Unit assessments</p>	
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			<p>material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.</p> <p>9. PLCs record their work in the PLC logs.</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>			
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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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		
<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	<p>M.1. See Writing Goals 1.1 & 1.2</p>	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	No Data						
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<u>STEM Goal #1:</u> Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead –Department Heads	1.1 Administrative/DH walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

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	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

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

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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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	Strategy Data Check	Student Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>The number of students enrolled in CTE courses will increase in order to promote an increase in industry certifications by 10% from 2012-2013 to 2013-2014</p>	1.1.	<p>1.1.</p> <p>Sequence the CTE courses correctly</p> <p>Utilize CTE articulation between Middle and High School</p> <p>Increase/sustain the number of CTE teachers holding the appropriate teaching certification</p> <p>Encourage and promote industry certification</p>	1.1.	<p>1.1.</p> <p>Review of master schedule and guidance procedures</p> <p>Log of articulation activities</p>	1.1.
	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

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

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

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
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.

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

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Part II - Attendance	SI P Coordinator	1103.09	0.00
Part II – Multiple Areas	SAC mini grants to teachers	4348.21	
Science	Remote/Laser Pointer		48.95
Math	White Boards & Markers		271.92
Science	Kagan Instructional Items		350.90
English	Kagan Instructional Items		60.50
Math	Document Camera		361.00
ESE	Document Camera		361.00
Social Science	Document Camera	361.00	
Social Science	Document Camera	361.00	
Science	Document Camera & Projector		794.00
World Languages	Document Camera & Projector		794.00
ESE	Printer		317.00
Math	Printer	317.00	
Math	Supplies – Expo Markers, Projector Bulb	150.00	
Science	Registration Fee for Annual Conference	175.00	
Science	35 Scientific Calculators		411.95
Multiple	Gift Cards for AP student incentives (Oriental Trading)	\$250.00	
English	Stage Building Materials (Home Depot)	\$250.00	
Part II – Attendance/Tardies/ Suspensions	Student Incentives	500.00	
	Candy/Chips		166.88
	Gift Cards		60.00
	Gift Cards		90.00
Final Amount Spent	4263.10		